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IDENTIFIERS *Nigeria

ABSTRACT

Seven adult education programs being conducted in Nigeria are described in the case studies in this packet. The courses range from adult basic education to health education to job training and continuing education for teachers. The following programs are profiled: (1) model adult literacy classes (Okedara); (2) correspondence education (Okedara); (3) remedial education (Okedara); (4) health education--worm eradication program (Anyanwu); (5) professional continuing education for grade 2 teachers (Okedara); (6) workers' education (Ngwu); and (7) women's education (Okedara). Most program descriptions are broad overviews of education in the country, rather than information on a specific program. Where possible, program descriptions include information on contact person, type of program, sponsoring institution, content, participants, funding and budget, goals and outcomes, and suggestions for improvement. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

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ED311179

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: NIGERIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Workers' Education in Nigeria
Women's Education in Oyo State, Nigeria

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

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4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
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*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
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2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
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29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
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29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
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5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
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22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
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6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
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*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
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*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
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A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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Organization UNIVERSITY OF IBADAN

Street Address DEPT OF ADULT EDUCATION

City or Town IBADAN State or Province _____

Nation NIGERIA

2. Check whether this case is based on

( ) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

MODEL ADULT LITERACY CLASSES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

_____

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description _____

UNIVERSITY OF IBADAN, IBADAN, NIGERIA

DEPARTMENT OF ADULT EDUCATION

MODEL LITERACY CLASSES

J. T. by Okedara

A. Setting:

Nigeria, a tropical country in West Africa, gained independence in 1960. The country operates federal system of government, and has nineteen States. The illiteracy rate in the country is about 70.0 percent, and mostly among adults, fifteen years and above. This has contributed to the draw back of development efforts. Thus one of the objectives of the Federal Government is the eradication of illiteracy throughout the country. As far back as 1976, the Federal Government has commenced universal free primary education; though not compulsory. In 1982, the Federal Government launched Ten-Year National Mass Literacy Campaign, 1982-1992.

As far back as 1842, Christian missions have been involved in waging war against illiteracy. Moreover, Nigerian Governments have participated in literacy efforts since 1941. Thus both public and private agencies have been running literacy literacy classes in the country, from colonial days hitherto. Yet, illiteracy is still a force to be recorned with in the realisation of the country's aspiration. For years, literacy classes run by both private and public agencies have never lead to permanent literacy on the part of participants. Instead, a lot of neo-

literates reverted back into illiteracy because they attended literacy classes that were of short duration, usually from six months to nine months. Yet, UNESCO recommended that literacy participants must reach primary-six level education in order to be permanently literate. The Department of Adult Education, University of Ibadan, as far back as 1975 experimented with model adult literacy classes that could lead to permanent literacy on the part of participants. The planning, implementation and evaluation of the programme are carried out under the Head of Department, and assisted by extra-mural organisers, extra-mural supervisors and graduate assistants. The classes are held in a primary school within the campus to serve University illiterate and semi-literate workers. Another set of model literacy classes are held at Agbowo Baptist Church, an immediate environ of the University of Ibadan. The centre serves the general public.

B. Outcomes

1. Goals

The main goal of the model adult literacy classes it to assist illiterate and semi-literate adults to be permanently literate by completing an academic work comparable to primary-six level education. The specific objective is to make participants go through three-year basic adult literacy programme: beginners' class, that is comparable to primaries I & II work;

intermediate class, that is comparable to primaries III and IV work, and an advanced class, that is comparable to primaries V and VI work in the formal school system. The main content areas are reading, writing and numeracy as applicable to day to day activities of participants. These are main illiterate and semi-literate University workers and civil servants who also need primary six-school leaving certificate for upward mobility at work and for increase in salaries. There are unemployed illiterate adults, mostly women who need primary six school-leaving certificate for seeking and obtaining paid employment. The essence of the model programme is to make participants functional and permanently literate.

2. Benefits:

Many of them have been able to use their certificates to obtained wagen employment.

The illiterates constitute about 20.0 percent of the population of age is years and above, at the University of Ibadan and its immediate environs. These illiterates are usually messengers, gardeners, attendants, waiters, laborers, and farmers and unemployed. Our model adult literacy classes serve at least one half of the illiterate population. And among those who participate in the programme, at least one half of them remain with the programme and enter for primary-six school

leaving certificate examinations. At least one thousand participants have completed three-year adult literacy programme in reading, writing and numeracy; and they have been issued Primary-six School Leaving Certificates by the Oyo State Government of Nigeria, between 1978 and 1986. Programme makes of her participants more functional in their enterprises; cultural, religious and social organisations. About one-quarter of the participants repeat classes.

On the average, about one-third of the participants dropped out annually for economic, and social reasons. Some have shifting schedule at work. Others change their stations. Many leave on account of sickness. Admittedly, some participants want just to master the 3R's with the hope of signing their names, writing their letters and cheques and keeping simple accounts and records. Once they are able to do just that, they drop out at the end of the first or second year.

The study of the programme reveals that the average life net earnings (₦1,023) of a literate worker with Primary Six Certificate, for instance in 1978, was greater than that (₦776.00) of illiterate worker by ₦247.00. At that time the exchange rate was about one Naira to one U.S.A. Dollar. At present, the exchange rate is about five Naira to one U.S.A. Dollar. The differential net earnings in favour of literate workers could be

credited to their Primary Six School Leaving Certificates. Thus, education at first level influences productivity, as measured by increased earnings. Again, the study of the model literacy classes demonstrates that individuals and society may find investment in the first level education more profitable than in other ventures: The social internal rate of return (14.7%) to model adult literacy classes was greater than the proposed alternative social rate of return (8.0%) to investments in the Oyo State of Nigeria in 1978. Similarly, the private rate of return (17.8%) to the model adult literacy classes was greater than the alternative private rate of return (savings deposit rate of 4.0%) to investment in the Oyo State of Nigeria in 1978. Based on the principle of efficiency in resource allocation, individuals and a society have more scope for their resources being allocated to the non-formal programme than to the formal programme within the first level education.

The dialogues conducted in the model adult literacy classes show that individual participants benefited from their experience: The new literates revealed that they were librated from ignorance, fear, and inferiority complex. Participants believed that with literacy skills, they could have better jobs and higher purchasing power. Moreover, they felt that education definitely served as

a tool for liberation from all kinds of cheats, dishonesties and exploitation. The respondents' perceptions, feelings and beliefs led them to regard acquisition of literacy skills as a challenge. Having completed three years of literacy education and having passed the First School Leaving Certificate. Examinations, participants in the model adult literacy classes made up their minds to continue learning for pleasure, for acquisition of job skills and for information, regardless of their age, status and nature of work.

The Three-year Model Literacy Syllabus appears to compare favourably with the six-year Primary School Syllabus not only on the basis of students' performance, but also on cost-effectiveness ground: For instance, in 1978, the private cost (₦1,334) per completer of the Six-year Primary School Education at the Abadina Primary School, University of Ibadan, was three times higher than the private cost (₦424.00) per completer of the Three-year Model Adult Literacy Education. The institutional cost (₦409.02) per completer of Primary School Education was six times higher than that (₦69.00) of the Model Adult Literacy Education. Again, the social cost (₦1,704) per a Primary Education Generation Completer was three and a half times higher than that ₦484.00) of Model Adult Literacy Education Completer. UNESCO arrived at a similar conclusion. The world body discovered

that the institutional cost per functional literacy was lower than the cost of primary schooling, using the data collected in countries where the experimental literacy projects were launched. In like manner, teachers' cost were minimised to the literacy group than to the primary group. For instance, in 1978, a teacher received less payment per hour (₦0.25) in the Model Literacy Programme than that (₦1.20) he received per hour in the primary school. Yet, both produced students who were successful in passing 1978 Primary School Leaving Certificate Examinations.

C. **Process:**

1. **Planning**

In 1973/74, the Social Development Division, Ministry of Economic Planning and Reconstruction (now Ministry of Social Development, Youth and Sports), Oyo State Government offered basic literacy programme to some labourers, working in the Federal Government Forestry Department in Ibadan, Nigeria. Having completed the 9-month programme, the participants were awarded certificates. However, the Ministry of Establishment refused to honour the certificate for promotion purposes and the participants became unhappy. The situation led Mr. D.C. Akinkugbe, the then Chief Social Development Officer, to request for help from the Department of Adult Education University of Ibadan, in

finding solution to the problem of awarding recognised certificates to adult literacy participants. Thus both the Chief Social Development Officer and Head of the Department of Adult Education were crucial to the planning and implementation of the Model Adult Literacy Programme.

Then, an Assistant Chief Community Development Officer, Ministry of Social Development, Youth and Sports, now a retired Chief Community Development Officer, and the writer were subsequently requested by their respective heads to deliberate on a Model Adult Literacy Programme. They recommended equivalent primary school syllabus for adults to their respective heads of Departments. A three-year syllabus was proposed for adult learners, similar in content with the primary school syllabus. The rationale was that adult learners should reach primary school level in psychomotor, cognitive and affective domain skills in order to reach permanent literacy stage, as requested by UNESCO. Participants were expected to take Primary School Leaving Certificate Examinations, and if they passed they would receive Primary School Leaving Certificate awarded by the State Government.

A syllabus was prepared and a committee was constituted to deliberate on it. The Chairman of the Committee was the Head of the Department of Adult Education, and the Deputy Chairman was the Chief Social Development Officer. The Ministry of Education

was represented by the Chief Inspector of Education. Other members included, Deputy Chief Social Development Officer, representatives of the Ibadan Chamber of Commerce, the Federal Ministry of Establishments, and the Trade Union Movement. The Committee examined the draft syllabus and approved it, after some amendments. The Committee then requested the Department of Adult Education to help experiment with the use of the proposed syllabus before its adoption on a wider scale. Then, in 1975/76, the Department of Adult Education, University of Ibadan, in collaboration with the Social Development Division, Ministry of Economic Development, Western State (now Ogun, Ondo and Oyo States), started the Model Adult Literacy Programme, under the direction of the writer.

An extra-mural organiser, responsible to the director of the programme and to the Head of Department of Adult Education, organised and supervised classes on an annual basis. He was assisted by postgraduate students and extra-mural supervisor in the Department and by the local adult literacy committee, made up of male and female representatives of participants, Abadina Community Leader and Head teachers in schools where classes were sited. The committee assisted the organiser in recruitment of instructors and participants and in their retention in classes. The organiser arranged in-service training for instructors on

an annual basis. Both extra-mural organiser and supervisor looked after the administration of classes from time to time.

2. Methods

Methods and materials for teaching were based on the syllabus. This is divided into beginners, intermediate and advanced parts as stated earlier in this paper. The contents of the syllabus were based on needs of the adults as revealed in the baseline study, conducted through interview and questionnaire, prior to the beginning of classes. The psychomotor and coqnitive aspects of the syllabus were similar to those of the primary school syllabus. The affective aspect was different, since the nature and weeds of adults have to be taken into account. For instance, while subjects like story-telling, history, geography and gardening were dominant in the primary school syllabus, civics education was dominant.in the adult syllabus. Unlike the primary school syllabus, it included not only the development of cognitive skills, but also the development. of job and social skills, so as to make education more relevant and functional to the adult's life. In short, the adult syllabus combines traditional literacy concept (development of 3R's) with the new functional literacy concept (a combination of literacy and work, or rather a work oriented literacy programme, aimed at elevating the total personality of an individual and preparing him to participate fully in development in the light of

the Socio-economic, geo-political and other relevant priorities.

Armed with this syllabus, our instructors in the programme are supplied with relevant teaching and learning materials necessary to facilitate the realisation of our set objectives. These materials are distributed according to the class level an instructor is about to handle. Thus beginners' literacy class instructor would collect, among other things, from the Department's extra-mural organiser, mother tongue reading and writing primers. Comprimers also contain material for numering work, on the other hand an instructor responsible for the teaching of the intermediate or advanced classes of the literacy programme would collect items on a wider range of subjects, including English language, Arithmetic, Religious Knowledge, Social Studies embracing Geography, History, Economics, Health Education and Home Economics.

In addition, each instructor is supplied with the following items to help him monitor the behaviour and response of the learners in his class to class activities. The items also contain self-monitoring forms for the instructor. They are:

i. a class attendance register
ii. student record of work sheets
iii. a certificate of class meetings
iv. ane instructor, attendance book
v. a part-time instructor's claim form, and
vi. a list of the names of registered learners

As soon as the instructors are in possession of the above items, they are free to commerce teaching with their classes at designated centres. As mentioned earlier, though the programme is equivalent of the Primary six leaving certificate, the instructors are not expected to handle the adults as children. Infact, the training given to the instructors on the teaching of adults, ought to have driven this point home to the instructors. As such they are not going to teach the subjects to the adults as they would to primary school children rather the instructors would have to be more practical, relating issues in all subjects to the adults' interests, needs and realities of life.

Thus one finds that our instructors are given free-hand in operating the syllabus as they deem fit to achieve better results both in their teaching and the adult learners achievements. Though the Department emphasises and prefers and ragogy to pedagogy, it does not limit the varieties of methods of teaching the instructors can use within this framework. As such, an instructor can use one or a combination methods to get his teaching and points across to the adult learners. All these must however be done without losing sight of the design of the programme which encourages systematic private study, as well as regular attendance at classes.

To a dynamic and versatile instructors therefore, there is a wide latitude within which he can stretch his potentialities and abilities, without any constraint, to help the adult learners and the Sponsor of the programme, to achieve their aims. For any

instructor, therefore, to be aware of his own effectiveness and determine the progressive or otherwise performance of his learners, periodic assignments are expected to be given to the learners. These tests or home works must be marked and mistakes emaneting from them corrected for learners to serve as a guide against any future occurrence. Apart from encouraging the learners to measure the rate of their achievement, the tests or take home assignments also motivate them to be more ardent in their pursuit of their goals. To the instructor, the periodic assignments allow him to review from time to time, and in an objective manner whether the objectives of the programme are going to be achieved or not in light of results he is obtaining from his students. In fact, such continuous assessment strategies have helped many of our instructors to adjust their teaching methods in the programme to achieve desired results.

The group teaching/learning situation always available at the evening classes of our programme, does not preclude any individual teaching of learners by instructors or the extra-mural organiser. An adult learner might be experiencing some difficulties in any of his subjects, if he could not get help in his home, he might approach his instructor for personal assistance, which the instructors have been taught to give readily. Any of the learners are free to call on the extra-mural organiser as well, to clear any issue that might be unclear in their course. Though, the Department does not encourage constant visits by learners to their instructors and

organisers for assistance in their studies, it however, favours group discussion of problems and finding solutions as it helps many more learners, encourages adult motivation and boosts attendance. It must be said that noting the heavy schedule of adult learners, as most of them are bread winners to their different families, our various classes - Beginners, intermediate and Advanced - meet only three times a week for two hours at each meeting. This works to six hours of teaching and learning per week. A literacy class, whatever the level, lasts for nine months. The classes operate in the evenings, between 4 and 7 p.m. This time schedule is chosen to give adults enough time by which to finish their other daily activities before coming to class.

3. Improvement

Any teaching learning activity must always seek improvement to enhance its efficiency and achievement of goals for both the organisers and their learners. In this respect, apart from the instructor's evaluation of the learners in class, the Department still requires an-end-of-year evaluation of the learners to determine their progress or otherwise as well as assessing the attainment of their needs or goals.

The end-of-year examination given by the instructor is assessed and the results of each student's performance is sent to him or her. Another copy of the result is sent to the Department for documentation purposes. The copy sent to the learner is usually countersigned by the extra-mural organiser and stamped with the Department's stamp to

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make it authemtic. This process applies to all categories of our adult literacy class. However, for those who have completed the Advanced Class a Final result slip is issued showing student's achievement in each subject. A specimen copy of the slip is here under as figure 1.

ADULT LITERACY CLASSES
ABADINA
UNIVERSITY OF IBADAN

Class: Six Final Examination Result

Name:

Date:

Subject	Result
English Language: Mathematics: General Paper:	
Overall Result : Total Result: Character:	

Class Teacher's Signature .....

Head-Teacher's Signature .....

SOURCE: Model Adult Literacy Classes file: Adult Education Dept. Unibadan. 1977 p. 190.

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The assessment grades, for student performance, range from ordinary 'pass' to 'merit'. Depending on the students performance the slip serves as a moral booster to the students as they regard it as a Testimonial. Mention can also be made that the enrolment of our adult learners for the Oyo State Primary Six Leaving Certificate is another kind of important evaluation device in the programme. Over the years we have recorded outstanding results with high per centage in the examination. This has greatly served as a great motive to the Department and the participants as one of their goals has been consistently achieved. Also the instructors in the programme are required to write a comprehensive report of their observations of the programme and submit to the Department at the end of each session. This affords the Department to appraise the views of the instructors and to incorporate their suggested ideas that might be found benefitial to the programme and its operators. Such reports usually include information on the general behaviour of learners, their peculiarities and problems, attendance regularity, drop-out rate, general academic performance and suggestions to improve the situation. Infact the writer has conducted a research on "The Impact of literacy Education in Ibadan Nigeria"[1] using learners in our literacy programme as the subject of the study. The findings from this study have helped the the Department

1. Okedara, J.T. The Impact of Literacy Education in Ibadan, Nigeria: Ibadan, Ibadan University Press, 1981.

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in adjusting its programmes to suit the needs of learners and to explore other avenues participants might be helped.

The instructors are not left alone but are constantly monitored by supervisors engaged by the Department to oversee to their teaching and regular attendance at classes. The reports from the supervisors on instructors help in taking decisions on whether or not such an instructor would be retained or rejected in a subsequent sessions programmes. While the department does not encourage adult learners report on their instructors, to avoid black mail, whatever any serious allegation against instructors coming from students, is usually investigated thoroughly and if the instructor is found quilty of such allegation, he is disciplined either giving him a warning or outright dismissal.

The quality of the staff members is not overlooked either in the scheme of evaluation of our programme. The extra-mural staff members of the department are encouraged to improve themselves academically through attendance at workshops, seminars, and conferences. Actually they benefit on a regular basis, from our departmental workshops, seminars and conferences as they are involved in the planning and executions. Most of them are engaged on part time studies to increase their knowledge and improve both their social and professional status. At the time of writing one member of staff an adult literacy organiser is on a full-time course for the Bachelor of Education in Adult Education at our University ..

University of Ibadan. The Department granted the staff member a study leave for three years with the understanding that the knowledge gained through his newly acquired education would prove useful both to the department's overall programme and adult literacy in particular.

The Department's numerous members of academic staff, Research Assistants, Post graduate, degree and sub - degree students have contributed a lot to the evaluation and improvement of the programme. This they have done through the conduct of one research work or the other using the literacy project as a laboratory. Most of the results of their findings and suggestions have been found useful by the Department, thereby helping to shape its planning strategies on the continued operation of the literacy project to date.

4. Participation

There is no gain saying the fact that staff members of the Department do encourage illiterates or semi-literates to participate in our literacy programme. One may suggest that their soliciting influence is borne out of genuine commitment to their duty and deep appreciation of the values of literacy of which they could like their neighbours, acquiraintances, friends, and relations to benefit. With the present economic instability and general depression in Nigeria, staff members might be motivated with the hope of retaining their jobs as much as many adults enrol in the programme. Hence we

might suggest many of them are on a hard drive for getting in as many participants as possible.

These reasons notwithstanding, the Department has not been queit about its activities and what members of the society can gain from it. One way of publicising the existence of our programme in literacy is through participants themselves. These participants after graduation and seeing the 'fruits' of their literacy ability inform their relatives and friends to take advantage of our programme. Also we publish leaflets calling for application for admissions from prospective students. These land bills are distributed all over the campus of our University, thereby disseminating the news to needy illiterates in Ibadan metropolis. O Occasionally newsmen from the nation's radio television and the newspapers do come to interview members of staff as to the activities of the department. In the course of such interviews and by the time they are aired or published, would be participants get to know of what the department is capable of doing for them. A particular occasion worth mentionning when the deaprtment actually made a greater impact on the people of Ibadan City was when it organised a literacy award day for the first and second sets of its students who were presented for and were successful in the Oyo State Primary Six Leaving Certificate examination. The award ceremony took place in the heart of Ibadan City - the most populars black African city. The Oba, (King) of the city with the Oyo State Commissioner for Education were in attendance to give key not address

on the epoch-making event. In fact, this had much impact on the populace as we received more enquiries about the literacy project. Many illiterates were surprised that people who were formerly of their kind could change their status suddenly not only by becoming literate but by actually passing a government school leaving certificate examination to prove it. The mass media actually went wild to publicise the event and encourage Nigerians to emulate the awardees of the day by enrolling in literacy centres for literacy education.

Perhaps more awareness was created in Nigerians, especially residents of Ibadan, the seat of our project, when the Federal Government launched its National Mass Literacy Campaign aimed at eradicating illiteracy within ten years in the country. The programme which was launched on September 1982 is expected to terminate in 1992. With the directive by most state governments to their illiterate workers to get literacy education or get sacked, many more people know of their literacy project. As the on-going campaign is country wide, chiefs, opinion leaders, clubs, associations churches, mosques and of course, the mass media are involved in the dissemination of the news on literacy education. As such many more communities get to know of what our Department can do for them. This latter development has yielded the department invitations from some clubs and communities, requesting the department to establish literacy

centres in their areas of operation or communities. An example of the former is the request of the Soroptists International Club that the Department should establish a literacy centre to be jointly run by it and the Department at Oluyole Local Government. The latter can be exemplified by the Department's newly established Experimental Literacy project centres in 15 villages around the viatilty of the Ibadan metropolis. The 15 centres are a veritable testimony of the expansion capability of the Department's literacy activities, given the adequate financial support. The new projects, even have a unique advantage of its learners acquiring their literacy education through specially prepared primers by the Department.

The primers which are the result of a baseline survey study of the communities, actually take into consideration the immediate needs and aspirations of the people concerned. Such is the activity and effort of the Department in getting more participants to enrol in its adult literacy programme.

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D. INPUT:

1. PARTICIPANTS:

These are varied in number and characteristics from centre to centre. For example, for a given year at the Abadina School I literacy centre there are an average of 22 students per each class of the beginners and two of intermediate, there are about 66 students for the year. In the advanced class however, there is usually a large number of students. The reason for the large turn out might be the opportunity given to learners at this level and those who have dropped in the formal school system who joined them to sit the Oyo State Primary School Leaving Certificate examination, which is highly regarded by both government and the people of Nigeria as a testimony of an individual's minimum competency in literacy education. Therefore, the number of participants at the Abadina Centre for a year ranges between 25 and 30 students.

On the other hand, at our Agbowo Literacy centre, the average number per class of beginners is between 20 and 22 for each of the beginners and the intermediates classes Averagely therefore for a year, there are about 40 to 44

they need to acquire a certificate if they want to enjoy advancement in their jobs, or avoid cheating from their trade partners.

As mentioned earlier, the Yoruba constitute the largest group of participants, the Igbo ethnic have some great influence, and the Bendelites, that is, learners from the Bendel State, are also well represented. At the same time one notices that the majority of the Southern States of Nigeria are represented to some extent, on our program, it is uncommon to find especially, the Housa-Fulani ethnic group from the North participating in our programme. Their non representation might be attributed to the group's attitude to education generally. Even to the formal education system, the group's attitude has been that of suspicion and apathy.

2. NEEDS:

There is no gainsaying the fact that the majority of Nigerians - about 70%, - are ought illiterates. With the great majority being unable to Function meaningfully within the society, due to lack of education, there is tendency that the rate of development in the country will be at a small speed. Such is the lot of the country at the moment. As has been observed by Anderson and Bowman,

students. For the Advanced class, the participants are usually between 15 and 20 each year. The participants usually attend classes three times a week, that is, every other day for two hours totalling 6 hours weekly. While it can be said that about 70% finds of them in each Centre is regular in class for these hours the remaining 30% finds it somewhat difficult to attend regularly. The reasons, for this irregularity of attendance, are not far fetched. As adults, most of them have their work and business to attend to and families to cater for. It is only when they have finished discharging either their commercial, domestic or official duties and still have enough time that they can come to class. Invariably one finds that must of our learners about 75%, come to classes out of necessity rather than for the mere pleasure of becoming literates.

Participants vary greatly at the entry point. The range here is then between stark illiteracy and hazy ability to recognise a letter or phrase. Perhaps the letter learner had got some little introduction to some element of literacy in the past. Added to this spectrum are those learners who come in with the aim of joining our advanced classes (as explained earlier) to sit the primary six leaving certificate examination. These must have read up to primary four, an equivalent of our intermediate class, or they might have finished the primary six but failed to pass the final examination. Since they

will not be accepted back to repeat at the formal system they find an alternative avenue in our Centre where they are enrolled for a year. In fact, the latter group of students constitute about 45% of our new learners every year.

About 80% of our participants in both centres are men while the remaining 20% are women. One may adduce a reason for the small participation of women as an outcome of their husbands's approval of disapproval to attend classes. It is not uncommon to find a husband rejecting the plea of a wife to participate in classes because there is no help to look after the children and the home. For this year however, there is a slight change as we record more women participants at both centres, the present economic recession in the country might be the motivating factor for this trend.

There is a great disparity in the age range of the participants. About 25% of the learners are below age 20 constituting school drop-outs and mainly unemployed. There are those in their early and late twenties, who do one odd job or the other - mainly tradesmen, artisans, labourers and gardeners, domestic servants etc., this group constitutes about 30% of our learners. About 25% again are either required to possess the literacy certificate by their employers as a guarantee of their continued employment. The ages of this group range between thirty five and fifty. The remaining percent is made up of people

who are above fifty years of age; they have their own employment or have retired and at their leisure come to classes for diverse reasons of cheating by business partners, to be able to read the bible and sing the hymns, church as well as being able to write, read and sign their own letters. We cannot say the participants are young as many of them have undergone many experiences of life before coming to class, so it is safe to place their average age at 35.

More than half of the participants are Yoruba ethnic group, their number being greatest (about 70%), because our University is established in one of their populous cities. This does not mean other ethnic groups are represented, especially in a University Community like ours, where the different ethnic interests converge. Many of them dropped out of the formal school system due to lack of money to go further, parents ignorance about the value of education or through peer group's influence of playing truancy. The young ones among them mainly belong to poor parents who cannot afford to pay their schools. But their parents find benefits in putting up the children as domestic helps in homes of the educated and the elites in the society. Others who are older belong to the category of rural-urban migration. They found merid jobs to do on getting to the city but discover later that

a'minimum threshhold' of 40% literacy rate is needed for the development take off of a country, since Nigeria has yet to reach this 'minimum'. It is glaring then that there will be many problems confronting the country and its citizens in the areas of education, health, family living, economy and politics. Nationally, these people need a minimum level of literacy education to do whatever they do as professions or communal activities. Individually, for effective satisfaction of their basic needs, they must have basic education to be more aware and conscious of the goings on around them, in their trade and other interpersonal relations in their society. There is no point belabouring the fact that if at all the general population is to be motivated towards the whole development of the nation, basic education serves as the first ladder.

Since a literate person tends to understand issues relatively better than an illiterate, it is possible to submit that most of the citizens could be able to look after themselves, their families, better with the acquisition of literacy education. They will at the same time be in position to appreciate government policies, regulations and development plans. Moreover, they, as members of a community would be able to come together as a body to look at problems, analyse and reflect on them critically and objectively and enforce at the same time, a decisive action on their pressing needs.

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The needs for basic education is quite great and cover a very wide ground of all human endeavours, moreso, as the country is yet to develop.

3. Staff:

As pointed out earlier, the Head of Department is the Overall Director of the programme. He is assisted by the Assistant Chief extra mural organiser, two senior extra-mural organisers and one grade one extra mural organiser. Of course, there are complemented by the Department's secretarial and messengerial staff. The later category of staff i.e. the supervisors and the instructors are not on permanent appointments rather the supervisors are on contract while the instructors are part time workers. Each Supervisor takes care of each location i.e. Agbowo or Abadina Centre. But that is not all to their job, they are still engaged in supervising our extra mural classes for those preparing for ordinary and Advanced level examinations of the West African School Certificate Examinations Council (W.A.E.C.) (These examinations are equivalents of either the London G.C.E. and A. levels or the American Baccalaureate)

All the permanent staff members work with the Director. Counselling of prospective participants is the responsibility of

staff members, the supervisors and the part time instructors While any of these could recruit the participants, the permanent staff has the duty of registering the participants and allocating them to classes. The staff position is relatively stable and though there is need to recruit more staff, the present embargo on employment by our University due to the present depressed economy, makes it difficult to far us to take on new staff.

Most of our staff members have professional backgrounds in education with elementary and secondary school teaching experience and teacher certification. Some are groomed in adult teaching and have got quite good training in both inductive and deductive methodologies of handling adult learners. In fact most have the Department's Diploma in this area. The Director has the important task of discovering talents to be recruited as staff member, so also the supervisors. When they come across good and prospective adult educators. They encourage them to join the staff. The writer has, even been successful in this task as the Director, by way of attracting - retired experienced school teachers and adult workers as supervisors or encouraging brilliant younger ones to be involved in basic literacy education with an eventual offer

of contract or permanent appointment. In the past vacant positions had been advertised along with personal connections to recruit staff. We do not have volunteers as such working on our projects. But most of our undergraduate, postgraduate and members of the academic staff often go round the centres to undertake one study or the other involving teaching the adults, watching them at study and making observations and suggestions that could help our work.

4. Content:

The main focus of the contents of our basic literacy is reading writing and numeracy. But these are not taught in isolation, as earlier mentioned. They are tailored towards the main occupa tion, culture and environment of the participants. We embark on this as we know that to educate the illiterates effectively, to enable them participate meaningfully in the socio-economic, political and geographical setting, they need to be given a simulacrum of reality; materials, animals, plants and names of persons to be used in teaching them must reflect their world. It is through these that the cognitive affective and psychomotor domains of the learners may be fully developed. For instance, we have written a series

deal with the same themes with greater emphasis on health education. The aim is to prepare the adult to modern way of living within their own locality and using resources available therein.

In the social subjects, our learners are made to understand the working of government, their responsibilities in paying their taxes, and rates, getting loans for agricultural purposes, organising community projects, as well as understanding the pricing system. Other areas taught here are the history of the people, home economics for women and religious education, taught especially to the Christians among them.

5. Finances:

Participants of our programme pay token fees as we know that they are mainly from the low income group and peasant farmers. One should have felt that the best policy to adopt is not to charge any fee but we realise that our people value very much anything paid for thean charity. In such a case and initially, participants paid ₦10.00 for a nine month course at all the three stages. The fee was recently increased to ₦15.00 due to the inflationary trend in the country. (U.S. $1) is equivalent of ₦4.00). Adult learners also buy their primers which cost ₦6.00 or U.S. $24.00 (U.S. dollars). We find out

that rather than the fee disuading the learners from attending classes, it even serves as a motivating factor to them and their learning.

The Department got some financial help from the Oyo State Ministry of Social Welfare which was then in charge of literacy programme. Though the subvention has now stopped, by the time it was paid, it was meant for payment of the instructor's allowances. In 1977/78 session the department got ₦480.00 naira or $1,920.00 U.S. dollars as honorarium to instructors from the State government. Apart from this little, but appreciated amount, which constituted about 10% of the total budget for running the two centres, the Nigerian Baptist Church at Agbowo also contributed some amount. Other sources of fund are provided by the Department through the University. The project uses free the facilities at the Abadina School II primary school attached to the University community and those provided by the Nigerian Baptist Church at its Agbowo Church premises. So one can say half of the cost of the programme is borne indirectly by government and voluntary agencies. The bulk of the instructors allowances is of course, catered for by the Department.

The adult literacy programme is run through the joint efforts of the director, coordinator, organiser, supervisor, instructor, Secretariat staff, including aids. Table 1 compares the pay of these staff with the average Full-Time Equivalent (F.T.B.) annual pay received by staff in relevant occupation, that is, there is teaching positions at primary and tertiary education levels. See Table 1. 30A/33

The full-time workers in our centre on Campus are 6 while the part-time instructors are 8. These full-time workers include Assistant Extra Mural Organiser, two senior Organisers and one organiser, as well as two supervisors. The latter are retired officers - on temporary appointment. The instructors are either office workers on their full-time job and are only given a honorarium, no other fring benefits is provided them.

Table 1

Percentage Distribution of the Payment of Adult Literacy Staff When Compared With Full-Time Equivalent of Those in Related Educational Enterprise

Literacy Education	Primary School Teacher	Assistant Lecturer	Lecturer II	Lecturer I	Senior Lecturer	Reader	Professor
Director	555.0%	240.8%	202.7%	161.7%	138.3%	117.4%	100%
Coordinator	273.8%	118.8%	100%	79.8%	68.2%	57.9%	49.3%
Organiser	187.6%	81.4%	68.5%	54.7%	46.8%	39.7%	33.8%
Supervisor (FIELD)	105.9%	45.9%	38.7%	30.9%	26.4%	22.4%	19.1%
Instructor	15.2%	6.6%	5.6%	4.4%	3.8%	3.2%	2.7%
Secretarial Staff	57.6%	24.8%	20.8%	16.6%	14.3%	12.1%	10.3%
Others	38.20%	15.3%	12.9%	10.3%	8.8%	7.5%	6.4%

Naira

Director = ₦15720 (U.S. $3930)
Coordinator = ₦ 7754 (U.S. $1938.5)
Organiser = ₦ 5314 (U.S. $1328.5)
Supervisor (field) = ₦ 3000 (U.S. $750)
Instructor ₦ 430 (U.S. $107.5)
Secretarial (Typists, Clerks, Literacy Aids) 1620 (U.S. $405)
Staff
Others ₦ 1080 (U.S. $250)
(aids, including messengers and gardeners)

Primary School Teacher	₦ 2832	= (U.S. $708)
Assistant Lecturer	₦ 6528	= (U.S. $1632)
Lecturer II	₦ 7754	= (U.S. $1939)
Lecturer I	₦ 9720	= (U.S. $2430)
Senior Lecturer	₦11364	= (U.S. $2841)
Reader (Associate Professor)	₦ 13392	= (U.S. $3348)
Professor	₦ 15720	= (U.S. $3930)

*Conversion Rate ₦4 = $1.00, November, 1987

6. Facilities:

The Staff members of the literacy project are housed in the Department of Adult Education block within the Faculty of Education complex. The Head of Department who is also the Director of the programme stays in the second floor of the building, while the extra mural organisers occupy the ground floor. The administrative office staff are also occupying the ground floor with the graphic artist and the studio located at the floor. Some of the supervisors stay on the second floor with other supervisors whose duty is to look after the pre-G.C.E. and G.C.E. classes run by the Department. There is a store on the ground floor used for storing primers and other learning materials, as well as stationery meant for the learners and instructors.

The building has no classroom to accommodate the learners though the learners are free to come in for free counselling from extra mural organisers and supervisors. One thing though which is an advantage for the learners is that each office is designed as a classroom fitted with a chalk board on which the organiser can write to explain anything to adults. The office

have extra chairs that can sit up to five learners at a time with the organiser. The setting presents a dual advantage for tutorial and counselling for both the organiser and the learners. As the project utilises classrooms at the existing primary school on the campus and at the Church premises, the chairs and desks provided at the former are those meant for normal school children. These are not so confortable or convenient to the learners. But since there is not sufficient funds to provide better furniture at the moment, the adult learners are adjusting to the present arrangement. There is electricity supply to the school buildings and except for occasional power flucluations, the learners have no light problem.

On the other hand, the Agbowo Baptist Church premises Centre has better provision in terms of furniture. The chairs and desks are real adult size. Electricity is constant and any time there is power failure, classes there usually enjoy electricity supply from the Church stand by electric plant. The classrooms here are, however, small in design incomparison to the standard ones at Abadina School rooms. Hence, class at the centre cannot sit more than fifteen to twenty students at

a time. At each centre, however, there are learning materials including the chalk board, wall pictures, letter, word and phrase cards and supplementary readers. Instructors often use their ingenuity to design additional teaching materials to suit the topics on hand and they at times, organise the sitting arrangement informally.

7. Other:

Success results of products of the literacy centre influence the continued operation of the program from year to year. As much as participants successful achievement stories are heard and grasped by friends and relations, the more they too are motivated to join our literacy classes to acquire basic education. There are examples of many adults who started basic literacy education with us and progressed through the stages to further their education at higher institutions. Most participants finish only the basic or the intermediate stages only to take up trading on their own and thereby become successful. Such stories influence many illiterates to seek for enrolment. Apart from the failure of some adults to complete any stage of the literacy programme, most illiterates find it difficult to believe that they can still learn how to read and write and possibly learn a second language. In

this wise the department staff have to do a lot of canvassing, despite living examples around the illiterates, before they can convince them to enrol at literacy classes. Even, a great amount of motivation, like home visit, promises of lead pencils or exercise books for constant attendance at classes, and explanations of the values and benefits of literacy to possessors, has to be wielded by staff members and instructors to get learners to participate in our programme.

E. Evolution:

Literacy education was first introduced into Nigeria in the early 19th century. The European missionaries were the pioneers. There efforts have been complemented by that of the Federal Government since the middle of the 20th Century The difference between the time (e.g. the voluntary agencies started educating Nigerians and the government come in might be attributed to the 'lukeworm' attitude of the latter to this type of education. No wonder then that many of the beneficiaries then were not permanently literate. This might be attributed to the short duration of the courses given then and the motives of the pioneers, which were mainly to make the learners functional in religious activities that is being

able to read the Bible and sing hymas from the various churches hymn books. Perhaps the best that could happen to any beneficiary in terms of economc gain then was employment as a cook, a gardener or a road labourer either in the mission houses or in the government services respectively. The attempt by Government of a mass literacy campaign in 1942 failed because of lack of cooperation among the officials who were to coordinate the campaign. Suspicion and petty jealousy were the order of the day among officials of different ministries involved in the exercise. Added to the 'failure were the short supply of materials and the inadequate and inefficient handling of the linguistic aspect of the campaign, even among ethnic groups whose languages had been reduced to writing.

In spite of the failures of earlier campaigns in Nigeria, the Federal Government launched another campaign in 1982. The programme which is still on is expected to eradicate or reduce significiantly the level of illiteracy in the country. But before this the University of Ibadan which was established in 1948 had been involved and is still involved in extra mural activities.

In 1975 it began the present model literacy project with the aim of making illiterate and semi literate adult permanently

literate. Since the beginning of the programme there have been some advantages derived from it. In the first place permanent literacy centres have been established with the use of Abadina School and the Agbowo Church. Consistently permanent literate adults have been turned out of the centres every year since 1978. The staff members have been stable over the years since those of them who started with the project are the much around on the job. Perhaps the fairly high rate of unemployment in the country at the moment has made there mobility restricted. Also the relative high salary they enjoy in comparison with their counterparts in the civil service could be a contributing factor. The instructors have always been regular on the session-to-session appointment of the literacy project. This constancy might be due to the extra money they make as allowance for teaching in the programme. The fear of losing the earning power in the absence of an alternative, might have been responsible for their usual ready acceptance of offer of part-time appointment We may as well not rule out their keen and genuine interest in helping the adults to become literate irrespective of the meagre allowance paid them. On record, since the programme started only two of our instructors have withdrawn complaining of poor remuneration.

One may not say the project is actually serving as an absolute alternative to many Nigerians as the formal school system is still increasing its enrollment figures every year. And when it is realised that the illiterates and the semi literates are yet to grasp the essence and the value of literacy education, one may then appreciate that our project is yet to realise its full potentials. We should remember that we have mentuined that the staff and the instructors have to motivate and cajole the learners to sustain their participation.

However, we could admit that for some Nigerians the project has been 'all in all'. It has actually reshaped their lives and 'opened their eyes' to those things formerly hidden from them. To these few who have benefitted from the programme adult education, and a better alternative to the acquisition of basic education highly needed for life-long later.

F. Influence

As noted above the programme has become institutionalised and the regular funding from the University authorities has confirmed this. As a University is a seat of research and innovation and since the experimental aims of the initiators have been achieved, there is no fear of any stoppage of the project. In fact, because of the achievement of the present programme, the University has been greatly motivated to honour the requests of other villages around it asking for literacy education for their people. These requests have been honoured by the establishment of 15 literacy centres in the 15 villages as earlier mentioned.

The continuation of the project is butressed by the able and willing staff which are ready to work at any time to spread the 'gospel' of literacy education to any part of the country. Already the positive recognition given to the Department research and training efforts by the Federal and State governments and other bodies lends evidence to the continued to retain and maintain the project. As a mark of the recognition of the Department's pioneering efforts in literacy education, the Federal Government uses the University of Ibadan as a training centre for middle level personnel needed in the prosecution of the ongoing National Mass Literacy Campaign.

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About four sets of officers of this cadre, each set of not less than twenty trainees, have been graduated in the course. These personnel as part of their training were asked to utilise our private literacy centres for their research and teaching practice works. In fact, the literacy centres are workshops or laboratories not only to these set of students but all go to all categories of students and staff.

In addition, the University community is a large set up where opportunity abounds for all kinds of employment. Judging by the number of staff members who have enjoyed the services of our model literacy centres to become literates and experience job mobility and advancement, the indication is that more illiterates and semi-literates within the community would seek literacy education. This is in realisation of the fact that at the moment in the country employers prefer educated workers to illiterate ones. The employers, even have the prerogative of employing a school certificate holder (who would normally be employed as a clerk or research assistant in the recent past) into a cleaner's post. With such a situation creating a slim chance for non-literates in the labour market, there will be more demand for our literacy education programmes. With regular funding from voluntary bodies and individuals however, the continuity of the project is assured.

However, because of dwindling financial allocations to Universities generally in the country to conduct their teaching and research activities, some people are entertaining the fear that the extra mural activities might be curtailed. If this happens, an unsavouring solution might be the closing down of the project or charging of exhorbitant fees from participants to make the project self-financing. Realising the competition from the formal school system, which is free to all Nigerian though not compulsory, the last option might spell the demise of the project or restrict its services to those wealthy illiterates who are able to pay the high fees charged. This would thus negate both the objectives of the programme and the government's, which include the reduction or total eradication of illiteracy in the country. It is also discriminatary in philosophy.

On the other hand, the total demise of the programme would breach the objective of extra mural studies of a University interacting with and exchanging ideas with its immediate neighbourhood to promote intellectual, social, political and economic growth. In this wise, the 'death' of the project would make the University become an island existing on and for its own sake. This state of affairs would be sad indeed but it is time that if such a situation occurred, then the Universities would not be able sustain itself. Since the current mass

literacy campaign is not yielding the desired result yet it would be a rewarding exercise, if the project and similar ones are strenghtened to help reduce the rate of illiteracy in the country.

G. Other

There is no gain saying the fact that there is every need for the continued operation and expansion of literacy education in Nigeria. Our own experience has convinced us that similar projects could be set up at local levels and, especially among our numerous rural illiterates to achieve concrete results. On way of achieving good result is to organise a literacy committee within each community. It such a committee that will give literacy programmes in its area the desired leadership, handwork and commitment. This may not be possible, however, without adequate funding. It has been observed that inadequate funding of adult education in Nigeria has over the years created poor success of literacy campaigns. Nor is it saying two much to state that the latter action is a direct result of the much needed political commitment to the pursuit of literacy education for all citizens. It is on record that the Nigeria governments have consistently given the lion share of its budget on education to the formal sector while adult education has been allocated on each occasion less than 1% of the budget. This position will have to shift if a replication of our project should bear fruit.

The provision of adequate infrastructural facilities and support services like classrooms, libraries, well-graded and adequate primers, supplementary texts, electricity and furniture to existing formal schools and colleges would help enhance the teaching of literacy to adults. Committees in each community should be given free access to these facilities for the use of adults just for the asking. Involvement of voluntary agencies, mission houses philanthropists and genuine interested individuals should not be ruled out in literacy education prgoramme of this kind. The zeal of such organisations to help the illiterates could be very far-reaching in outcome and fully complement the efforts of all agencies in the first of literacy education. By our experience, literacy education has received the least sponsorship up to date in Nigeria. But just of recent, there is a trickle of hope that things might change in future for better.

For example, our literacy programme received an endowment of about ₦2,500 or approximately $10,000 U.S. dollars from a chapter of an international philanthropic women organisation - The Zontal International Ibadan. Again, another all women society has made an overture to our department for the sponsorship of another literacy centre in another community near Ibadan.

So far, most of our literacy graduands have been able to satisfy their needs. While many of them have secured paid employment when the country's economy was buoyand; many others have been satisfied with their success in becoming literates. They now use their skills in literacy in the practise of their vocation and businesses. The dull economy notwithstanding, many adults still feel the need for liteeracy of present, if only to be able to write their names, write and read their own letters and do simple computation either in their business or in other spheres of their lives. But unless these needy illiterates are reached with basic literacy education, their cries might become unheard and we might create more illiterates than we train. This unwholesome situation, we are striving hard, at our own end, to prevent.

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Appendix

1978 - 1984 MODEL ADULT CLASSES, ABADINA AND AGBOWO CENTRES

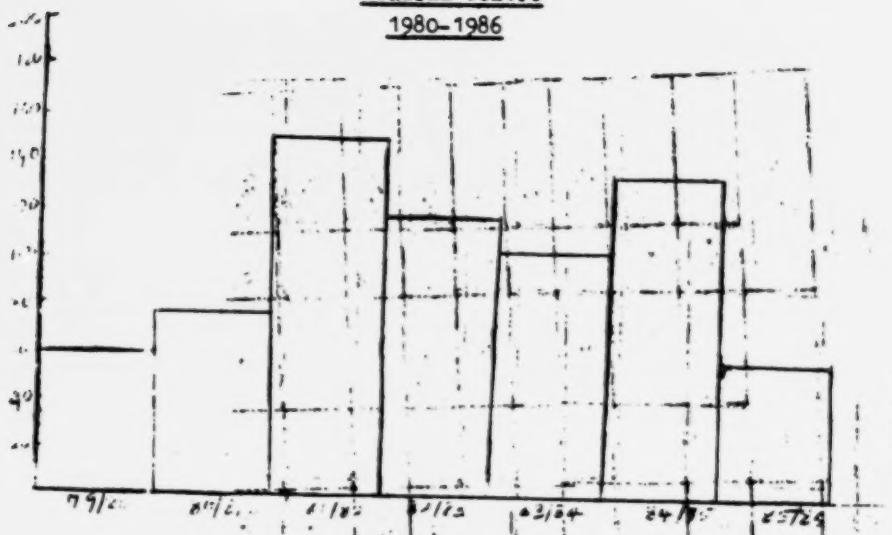
PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION RESULTS

Session	Centres	No. Registered for Exam.		Absentees		Presentees		Passed		failed	
		No.	%	No.	%	No.	%	No.	%	No.	%
1977/78	Abadina & Agbowo	30	100%	Nil	-	30	100%	29	96.7%	1	3.3%
1978/79	"	31	100%	NiI	-	31	100%	23	74.2%	8	11.6%
1979/80	"	31	100%	4	12.9%	27	87.1%	25	92.6%	2	7.4%
1980/81	"	59	100%	11	18.6%	48	81.4%	47	97.9%	1	2.1%
1981/82	"	71	100%	18	25.4%	53	74.6%	48	90.6%	5	9.4%
1982/83	"	97	100%	34	35.1%	63	64.9%	60	95.2%	3	4.8%
1983/84	"	90	100%	24	26.7%	66	73.3%	56	84.85%	10	15.15%
TOTAL	"	409	100%	91	22.2%	318	77.8%	288	90.6%	30	9.4%

PRE-G.C.E.

Abadina Centre

1980-1986



Pre - G.C.E.

	Abadina	Agbovo	Apesin
79/80	59	19	-
80/81	78	21	-
81/82	142	26	-
82/83	118	30	-
83/84	101	19	44
84/85	135	11	20
85/86	57	16	15

Agbowo Centre

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name PROFESSOR J. T. OKEDARA Phone number _____

Organization UNIVERSITY OF IBADAN

Street Address DEPT. OF ADULT EDUCATION

City or Town IBADAN State or Province _____

Nation NIGERIA

2. Check whether this case is based on

( ) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CORRESPONDENCE EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). _____

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

_____

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description _____

CORRESPONDENCE EDUCATION IN NIGERIA

A World Perspective

A. Setting:

Nigeria is one of the key countries of the West African subregion. It became independent in 1960. Since that time, independence, its educational system has not witnessed any radical change from the inherited British pattern.

In terms of growth of higher educational institutions and students turnout, the country has made some impacts. By 1984, the country, it had twenty-six Universities, 26 Polytechnics, and 55 Colleges of Education.

In the area of distance education, which happens to be a component of non-formal education, the country has made some modest efforts through the University of Lagos Correspondence and Open Studies Institute, COSIT; the Ahmadu Bello University, Zaria Teachers In-Service Education Programme, TISEP[1] and a few of other programmes run by other Universities and higher institutions.

However, for the purpose of this paper, we shall direct our search light on distance education programme as provided by COSIT to the teeming population of this country - Nigeria, with over 100 million citizens.

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COSIT

COSIT came into being in principle twelve years after the inception of the University of Lagos in 1962. The University itself which is an outcome of the Ashby Commission Report on Higher Education in Nigeria was sited in Lagos, the co-capital of Nigeria. (The country is currently developing a new capital at Abuja). Lagos is the political, economic and social nerve-centre of Nigeria. The city is highly industrialised and commercialised. Educationally, the city has one of the largest concentration of schools and institutions of higher learning.

There are thousands of primary and secondary schools run by both the public and private agencies; two Colleges of Education, Colleges of Technology owned by State and the Federal governments respectively; and two Universities including the State-owned University.

As the seat of the Federal government at the moment, Lagos attracts the cream of the society within and outside the country in areas of trade and commerce, education, government and in foreign matters. Largely, the population of over a million may be termed illiterate, judging by the per centage literacy level in the country as a whole which stands at about 70% (Okedara). However, in spite of lack of a comprehensive data, one can as well submit that relatively speaking, the city population records a higher literacy

2. Okedara, J.T. Programming Mass Literacy Campaign for National Development in Nigeria 1982 - 1992. A Seminar Paper in the Dept. of Adult Education Unibadan, 1985.

per centage in comparison with other towns and cities in Nigeria. An evidence to support this assertion is an evaluation study of the on-going National Mass Literacy Campaign carried out by J.T. Okedara in 1985.[3]

The study discovered that Lagos State, where the City of Lagos is situated has a nil return in terms of new-created illiterates in 1982/83 in the campaign. This was not the case for other States in the Study. The same report indicated that the State ranked as one of the best among the six States that recorded increase in the number of participants in the literacy programme. Also about fifty percent of its literacy participants stayed on to complete the campaign year. Added to the literacy efforts going on in the State, we may also attribute the high literacy rate among the populace within the city to the effect of the fast social life and technological development of the city. It is within such a milieu that COSIT operates.

This does not mean however, that the institution's operations are limited to Lagos and environs, rather it draws its clients from all over Nigeria.[4] These are mainly workers in one aspect of industry, commerce or trade, government and voluntary services, and, of course, the teaching profession. The COSIT degree and sub-degree programmes are administered by the Director of the Institute who is responsible to the University of Lagos Vice-Chancellor.

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3. Okedara, J.T. A formative Evaluation Report on the National Mass Literacy Campaign. A paper delivered at the 14th Annual Functional Literacy Seminar. Unibadan, 1985.

4. University of Lagos Senate Committee Second and Final Report on COSIT, 1979. p. 5.

30B/4

B. Outcomes

1. Goals

The general goals of COSIT can be classified into two. They may be explained as implicit and explicit objectives.

Under the implicit objectives are the following points:

i. bringing University education to learners who are unable to undertake full-time studies;

ii. encouraging the learners to continue to contribute their quota to the manpower needs of the country while they learn, and

iii. bringing non-formal education to selected communities in the country[5].

The achievement of the above objectives depends on the realisation of the explicit goals which include the following:

i. organising the selection of suitable distance learners;

ii. cooperating with other faculties of the University (and other Universities) in formulating academic programmes for the learners;

iii. developing and applying teaching methods suitable for delivering University education to distance learners in an effective manner.

iv. production of suitable distance teaching media and making them available to distance learners, and maintaining

5. Olumide, A. COSU In Perspective: Monograph 1976, p. 3.

administrative, academic and technical expertise at a level sufficiently efficient for the achievement of all objectives[6].

In other words, COSIT is set up to assist qualified and matured members of the public, who are unable to go in for full-time studies and to have access to higher education, thereby allowing them to satisfy their desire and aspiration for higher education. The aims are also to enable the distance learners to achieve higher positions at their places of work at the same time, as they improve their skills and contribute to the growth of the nation.

The desire to fulfil the above goals led to the design of the courses for the distance education programme by COSIT. Areas of studies covered include the B.Sc. Business Administration, the B.Sc. Accounting, and the B.Sc. Education Science. There are also courses for the Special Entry Preparatory Programme (SEPP) as a prelude to the B.Sc. Education courses and the Postgraduate Diploma course in Education (PGDE) for non-education graduates who are engaged in teaching.

With the exception of the SEPP and the PGDE programmes the degree courses run for five years. The PGDE and the SEPP run for two years and one year respectively. Beside the distance in the case of COSIT participants, the course contents and examinations are of the same standard with the regular internal courses of the University.

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6. Ibid/

Admission requirements demand that participants should satisfy the regular University admission regulations. Initially, candidates of less than twenty-five years of age were not accepted for entry into the degree programme; but at present, this age barrier has been lifted to allow younger participants to benefit from the programme to satisfy the nation's goals in higher level manpower training.[7] Concession is also granted to applicants who are in government service and private establishments and are over thirty-three years of age without the minimum educational qualifications.

2. Benefits:

The population of students has always been on the increase every year. For instance, in 1979/80 session, the institution had over two thousand students. But this figure rose to six thousand eight hundred and seventy-two students by the end of 1984/85 session.[8] Prior to these sessions, however, COSIT had recorded a huge turn out in student enrolment in the 1981/82 and 1982/83 sessions as the tables below show respectively.

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7. Ibid.
8. COSIT, University of Lagos, 1985.

COSIT Total Enrolment by Head-count as at 1981/82 by Course and Sex

Course	Male	Female	Total
Sub-Degree	586	175	761
1st Degree	3,570	231	3,801
P.G.D.E.	133	51	184
Total	4,284	457	4,746

COSIT Total Enrolment as at 1982/83 by Course of Study and Sex

Course	Male	Female	Total
Sub-Degree	606	195	801
1st Degree	3,590	251	3,841
P.G.D.E.	139	61	200
Total	4,335	507	4,842

These figures show the wide influence the programmes enjoy among the bulk of candidates in the programme. As mentioned earlier on, the clientele are workers mainly who have the double advantages of staying on their jobs and reading for higher qualifications at their convenience at the same time. Added to this is their salary which they use

in financing their education without going aborrowing, taking care of their other needs and those of members of their immediate family and extended family system within the African context. The drop-out rate in the programme is slightly high. For example, in the generation of participants between 1980/81 through 1984/85, out of the 323 candidates enrolled, 59 or 18% dropped out while 129 or 40% stagnated, and 136 or 42% completed the course.[9] The drop-out figure is not too significant if one remembers that there are drop-outs among full-time students, and the circumstances under which distance learners study. Ezeani in a study, enumerated some of these problems which include:

> ... lack of adequate study time, poor home study environment, especially in certain areas with grossly inadequate accommodation facilities, competing attention by children, social circles, other members of the family; lack of specialised library facilities, and lack of cooperation of bosses in places of work.[10]

As a means of off-setting this high drop-out rate, Ezeani suggested that the institute should rely on drawing on a very large number of qualified students for admission. In another study by Akintoyo, tracing the generation of students, he found that among the 238 full-time students of the University of Lagos who completed the course out of 277 originally enrolled, 216 passed the first degree, while 22 failed, and among the 136 completers

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9. Ibid

10. Ezeani, "Evaluation Procedures in a Distance Teaching System; the Experience from COSU", Adult Education in Nigeria, Vol 7. Dec., 1982.

through distance education, 123 passed the first degree and 13 failed the same examination. All these illustrate the effectiveness of the correspondence programme with the residential programme to obtain the University first degree.[11] Akintayo, like Ezeani attributed the greater wastage rate of drop-out and stagnation in workers education to conflicts encountered by workers and their desire for University education. Other reasons adduced are constant transfer, lack of time to read, domestic problems, especially encountered by women who have to contend between their studies and their domestic chores. However, since the objective of both education was to produce successful graduates, then this objective was achieved by both programmes.

Although studies are yet to be undertaken to ascertain the number of those who have been absorbed into higher positions within the economic systems of the country, the writer has come across many COSIT graduates who have become top people in their professions, disciplines or career, due to their newly attained qualifications. From their humble beginning as either clerks or pupil teachers those who had benefited from the course are today either heads or principals of schools and senior teachers in secondary schools. In like manner, some others among the products of COSIT change their employment for a better and challenging jobs which are better than their former jobs.

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11. M.O. Akintayo, Comparative Efficiency of Workers' Education and Students Education at the University of Lagos, Nigeria, Unpublished Ph.D. Thesis, Department of Adult Education, University of Ibadan, Ibadan 1986.

Apart from these, some graduates are found pursuing higher degrees within and outside Nigeria after their first orientation through COSIT. They are no less found suitable as their counterparts from the conventional university.

If one considers the change in the status of participants after graduation, among their contemporaries in the society, one would count this as a benefit. In Nigeria, before the recent economic depression, citizens valued education and they conferred social prestige and place of honour on any one who received the University degree. Though this position is slightly modified by the present high unemployment rate, retrenchment and termination now rampant in the country, especially among graduates, nonetheless, the graduate is still regarded priority of place in all matters. In addition, some of the participants interviewed by the writer expressed a sense of satisfaction at the process through which they received their education. They cherish their newly acquired sense of achievement, confidence and feeling of belonging to the "exclusive club" of graduates. They feel they have been 'liberated' and are ready to seize only opportunity that comes their way for further studies.

In terms of benefits to the society one can say that the successful operation of the COSIT Programme to date and the contrasting large turn-out of unabsorbed graduates by the twenty-three of the twenty-four Conventional Universities in Nigeria have

brought about the salutary effect of the government deciding to cancel the granting of the traditional study leave to civil servants. By this, it is now left to government workers to decide whether or not to leave their jobs to pursue any degree programme through Correspondence education.

In fact, the effect of this action by the various governments in Nigeria is likely to triple the number of candidates vying for placement in the programme against 1987/88 session. Thus the institution is going to increase the number of its intakes. And judging by the 1984/85 intakes' figure of nearly 7,000 students, a projection of 10,000 students against the coming session would not be too ambitious and optimistic for the institute. The suspended but now activated University of Ibadan External degree programme (slated to begin next session) is also going to benefit from the clampdown on study leave for civil servants.

It is not easy to trace those who dropped out of the programme as the sense of inability to complete the programme still haunts them. Most of them this writer traced were taciturn when asked questions why they failed to complete the course. Some who spoke little on their experience gave some of the reasons enumerated above. The drop-outs also expressed the wish to continue with the programme at auspicious times.

It may appear as if one is painting a rosy picture of COSIT programme in terms of benefits to the participants and the nation. But this is not so considering the present economic crunch in the country. This has made COSIT programme a better option for anybody in terms of cost benefit analysis. It is on record that it is cheaper to educate an individual through COSIT than through the conventional University (as we will find out later). So this gives COSIT an edge over all other choices.

Perhaps a plea one can make at this juncture is to urge the Federal and State Government in Nigeria to support COSIT and other allied programmes with sufficient fund and materials necessary to continue their good work of making available higher education to all those who desire it.

1. Planning

The Director of COSIT is the chief academic and administrative executive of the institute. His office is therefore responsible for the initiation of plans and organisational arrangements, for the procurement of facilities for the smooth-running of the institute's activities. Apart from the Director's Office the execution of the programmes of COSIT become an inter-unit affair. In this respect, there are three sections involved. These are:

(i) the Academic and Development Unit;

(ii) the Media Production Service Unit;

(iii) the Administration section.

We may take a look at each section so as to know the extent it is involved in the planning activities.

(i) The Academic Planning Section

This section consists of subject specialists from within and outside the institute. These specialists consult with appropriate faculties and departments of the University to see to the content of courses run by the institute. The editing of course materials, preparation of guidelines for students, selection and recommendation of text-books for students are also part of the planning work of this section. The supervision of the academic content and pedagogical delivery of the course contents and tutorial to make them conform to excellent standards is also the concern of the section. It also determines the appropriate time for the revision and rewriting of course content. All matters relating to the academic progress of students like change of course, and continuing evaluation of the courses fall under the purview of this section.

(ii) The Media Production Services Section

The section is responsible for the planning, coordination and writing of scripts for the production of course, text materials and the supply of the priting needs of the institute. It does this along with the planning and coordination of the broadcasting strategies of the institute in conjunction with the Federal Radio Corporation of Nigeria, (F.R.C.N.). The printing of texts, the procurement of all electronic media aids and the development of audiovisual materials for the setting up of libraries of the institute's study centres throughout the Federation are also some

of the undertakings of this section.

(iii) The Administration Section

All the administrative functions of the institute relating to tutorial, personnel, supply system are carried out by this section. Since COSIT students are scattered all over the Federation, there is the need for proper record keeping. Thus the initiation of and operation of students record system, right from the advertising stage to the processing of application forms, maintenance of students progress records are catered for by this section. Also, the distribution of study materials to students, registration of students for examinations, administration of the services of academic resources and personnel, as well as part-time employees are also seen to by the section. In addition, the section-supervises and operates the financial matters of the institute.[12]

It needs to be emphasised that up till the time of writing, the planning activities of COSIT have not changed much. Contrary to the hope of the institute to expand its programme by introducing courses in Arts, Actuarial Science, Law and Insurance, this plan has not yet materialised. This may be attributed to the short-fall in financial allocation to the Universities generally in the country.

2. Methods

COSIT adopted the multi-media approach to run its programme. Three main categories of teaching - learning methods are employed in this wise. These are:

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12. Olumide, A. "The place of Distance Learning in Higher Education", in Adult Education in Nigeria. Vol. 7 Dec. 1982 p. 68.

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(i) Correspondence texts;

(ii) face-to-face contact sessions, and

(iii) broadcasts and narrowcasts.

In other words, students are taught through the supply of written course texts, face-to-face meetings with lecturers and broadcasting.

(i) The Written Course Texts

These are usually written by course specialists in respective disciplines. A course text usually contains, three lectures each of three hour duration. This means a course text would contain material that would have been taught for nine hours in a conventional classroom. Also a course booklet would normally have at the end of each lesson a set of self-assessment questions or SAQ. As the name implies, the questions are meant to serve as a measure of the student's understanding of the lesson. More ofter than not, answers are required by COSIT to some subjects with numeracy content. The design is to allow students the opportunity to monitor their own progress as they go along at their pace. Answer scripts by students may be forwarded through their supervisors at their local reading centres to their lecturers, for assessment at COSIT Headquarters in Lagos.

Students receive their tuition texts through their local study centre, which ititially took delivery of the course texts from courier service from Lagos. Taking of the vastness of the country into consideration, and to ameliorate the suffering of COSIT students, the institute has created about twelve centres, for the quick delivery of parcels. The centres are Benin City, Calabar, Enugu, Ile-Ife, Ilorin

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and Kaduna. Others are Kano, Lagos, Makurdi, Ondo, Owerri and Port Harcourt. Presently, the institute does not make use of the post office to send scripts to its students, though students who wish may use the channel to COSIT.

(ii) Face-to-face meetings

To break the major problems of isoloation and boredom, usually encountered by distance learners all over the world, the institute makes sure that its students meet regularly on a face-to-face basis discuss problems, difficulties, misunderstandings and questions that may arise in the course of their studies with their lecturers.

These meetings are of three types, which include:

(a) an induction course of one week duration;

(b) the long vacation course of three weeks, and

(c) the fortnightly study centre meetings.

(d) (a) and (b) The one-week induction course is organised to introduce students to academic life at the University of Lagos whereas the three-week residential meeting at the same venue helps students to come together to interact. It is also during the period that science students embark on their practical assignments within the university laboratories under the supervision of course lecturers. Films and lectures pertaining to the reawakening of the African culture are shown and given at the time.

Also at the level of the face-to-face contact sessions are the Zonal centresalalready listed throughout the country. These seminars allow lecturers from University of Lagos and those from participating

institutions to meet and interact with the aim of achieving better understanding. This is thought to be paramount for attaining high academic standards in the programme. In the distribution of students to study centres, therefore, care is taken to ensure that a centre is as near as possible to the student's residence. In cases where students complain about a centre and would like a change such genuine cases are given sympathetic considerations by the institute.

Saturdays are usually the meeting days which are of three-week intervals. A centre normally opens at 8.30 a.m. and closes at 6 p.m. Students bring their books to the centre to read and are free to discuss with their lecturers and colleagues. At times, students meet COSIT senior members of staff who discuss with them their problems. For the benefits of the students they are encouraged not to turn the meeting place and the opportunity to meet their lecturers into a way of getting face-to-face lectures.

At times, the lecturers on their own do give lectures on individual basis to resolve some problems emanating from topics already treated or to make up for an un-received lecture scripts by students. Lecturers are also cautioned not to overdo this so as not to negate the original objective of bringing education to many through distance learning.[13]

(c) Broadcasting:

This is the third major method through which COSIT brings

13. University of Lagos Calendar 1983/84, Lagos: Unilag. 1982. p. 159

its studies within the reach of its participants and others who are to listen. As at now COSIT uses only the radio, though the broadcasting media consist of radio and television. The idea of broadcasting is to reinforce the private study of the student from the texts. Therefore, the broadcast should not be taken as a reteach of the contents of the texts. Broadcasting also serves as a means of giving more explanations to students on knotty issues they might have come across. As such COSIT has an agreement with the Federal Radio Corporation of Nigeria (as earlier mentioned) for recording and arranging for broadcasts some parts of the scripts. A fifteen-minute slot is allowed by the F.R.C.N. for the broadcast that comes up three times a week on Monday, Tuesday and Thursday between 10.15 p.m. and 10.30 p.m.[14]

Realising the problems students living in the rural areas may encounter in receiving the national radio, the institute arranges for such category of students, a way of purchasing a short-wave radio/recorder through it. We need to remind the reader that though television is part of the broadcasting media, the medium is yet to be used by COSIT because of its limited coverage of the country.

3. Improvement

As earlier mentioned, COSIT programmes are constantly updated by the Academic Planning and Development Section of the institute. The need to maintain high stands at all time coupled with the teaching-learning activities make this review of texts an important task.

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14. Ezeani, C. Op.Cit. p. 128

Needless to say that apart from the authorities' endeavour to keep standards of the texts, individual lecturers and tutors do not hold rigidly to the text materials. Rather they bring their years of experience and indepth knowledge of their disciplines to bear on what they teach, examine, scripts corrected as well as in marking of test and examination papers. As much as students meet at study centres, so also, they have the opportunities provided for the review of programmes, giving details on unclear issues and solving nagging questions that may be bothering individual students. Also students can write to discuss their problems with individual lecturers, taking advice and giving suggestions for improvement.

These activities no doubt have impacts on the programme. In the first place, a lot of experiences could be added and from which problems arising could be tackled. Thus very many mistakes are sometimes avoided. Through the interaction of teachers and lecturers, there is a cross-fertilisation of ideas for both. Most students on meeting their course tutors become highly motivated towards their study and after completion go on with further education, underlining the essence of life-long education. Many lecturers and tutors in the programme have been indirectly influenced to initiate research activities in distance learning, and write profound papers from the results of their investigations for reputable journals.

Again, many of the staff members have had the opportunity to participate in writers' workshops, where they are taught the art of writing distance learning materials.

4. Participation

Participation as it affects education in Nigeria may be described in terms of the economic terms of demand and supply. In this sense, demand outstrips the supply. For example Akintayo's study emphasises that there was about 85% unsatisfied demand in third level education in Nigeria between 1960 and 1985.[15] This shows that Nigerians are very conscious of education, an attitude which underlay, in the past, their sojourn in search of the "golden fleece" in many overseas countries.

It also formed the basis of their agitation for self-government in the early forties. Despite the present lean economy of the country, thousands or shall we say, millions, are still clamouring for education in the country and would seize any opportunity to have it. Therefore, the level of awareness of the working populace about COSIT programmes is high. Those keenly interested in the programme include teachers at all levels, that is, both graduate and non-graduate teachers, desirous of advancement in the profession, and civil servants and private employees having the same inclination like the teachers.

In such a situation, advertisement of COSIT in the national news papers serves the purpose of reminding prospective candidates of the programme and the procedures for admission. Application forms are sold to students for ₦25.00 in respect of degree and sub-degree courses, and for ₦50.00 in respect of professional courses.

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15. Akintayo, Op. Cit p. 3.

Through COSIT participants who have completed the programme or those who are still offering courses, information gets to other would-be participants. Friends and relatives bring the knowledge of the institute to others who may not be aware.

Perhaps awareness of COSIT programmes among members of the public are generated during the matriculation and graduation ceremonies which come up before the commencement of and on completion of courses. As the occasions attract friends and relatives of matriculants and graduands, so also awareness of COSIT programme is created among a large populace through invitations and announcements, over the mass media.

Another thing that would step up participation of candidates is the recent cancellation of the study leave with or without pay by some governments in the Federation of Nigeria. This has made many workers search for alternative means of satisfying their desire for University education. Through such a search they will no doubt get to know of COSIT programme.

D. Impact

1. Participants -

We have three sets of participants in the COSIT programme. The first set are candidates admitted on the basis of their West African School Certificate qualification to read for the Special Entry Preparatory Programme (SEPP).

The second set comprises those admitted to the B.Sc. degree courses in Business Administration, Accounting and Science Education.

These must pass, at least, two GCE Advanced level courses. While the last category of participants are those who are already graduates but want a professional qualification in teaching by applying for the Postgraduate diploma course in education. Of course, there are those candidates who may not have any of these paper qualificationsb but are admitted by COSIT on the bases of their age maturity and work-experience. Such people must be above 33 years old and must be employed in the private or the public service.

As the programme is a component of adult education, the age range of participants is therefore, between sixteen and sixty years.[16] This profile of participants shows that they share the same characteristics with the regular, residential students of the University of Lagos. Maybe an added character trait the distance students have but found missing in their full-time counterparts is the 'spending power' of distance students who are, in the main, workers.

Since COSIT programme is open to all and sundry, participants cut across states in the country, as evident in Table 4. The reason here may be inferred from our earlier statement that Nigerians are conscious of education and would do everything possible to get it. Except Borno, nearly all states have representation among participants.

16. Akintayo, M.O. Ibid. p. 200.

Table 4 below shows a break down of the COSIT enrolment figures, state by state and by sex, for the 1982/83 session.

Table 4

COSIT Students Population by State and Sex as at 1982/83 Session

	State	Male	Female	Total
1.	Anambra	435	64	499
2.	Bauchi	2	-	2
3.	Bendel	677	62	739
4.	Benue	32	-	32
5.	Borno	-	-	-
6.	Cross River	177	16	193
7.	Gongola	5	-	5
8.	Imo	584	73	657
9.	Kaduna	5	-	5
10.	Kano	2	-	2
11.	Kwara	139	7	146
12.	Lagos	144	30	174
13.	Niger	25	1	26
14.	Ogun	555	76	631
15.	Ondo	563	49	612
16.	Oyo	793	70	863
17.	Plateau	60	6	66
18.	Rivers	80	7	87
19.	Sokoto	3	-	3
20.	Non Nigerian	92	7	99
	T O T A L	4,373	469	4,842

SOURCE: COSIT, University of Lagos, 1985.

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2. Needs:

The needs of developing countries like Nigeria are many in terms of socio-economic, political, scientific and technological developments. Hence, the greater need is human development for Nigeria to be able to meet its manpower requirements. At present, the country is battling illiteracy which has constituted about 70% of over 100 million citizens. Although it seems on the surface that the country's high-level manpower need is saturated as many of its products from Universities and Polytechnics are now facing acute unemployment, yet this situation should not be taken as a realistic yardstick of the position of the country in manpower requirements. The manifestation may be attributed to gross planlessness or inadequacy of funds to expand the economy to absorb the much needed graduates.

As such, the seeming over-production of graduates at present is actually not an over-production but under-utilisation of high qualified manpower due to the bad economy. In essence, Nigeria needs more highly qualified manpower to develop the country as the depressed economy changes for better and this is where such a programme by COSIT becomes more relevant.

Apart from this need, most of the graduates of conventional universities are trained without any orientation towards self-

employment or any on-the-job training. Here we find that COSIT orientation is different as it emphasises that its students should be workers on their respective jobs. Not only would such graduates be engaged on their graduation, they would have been well secured in their employments before graduation, and should have got the necessary experience needed for promotion or starting a new job either on their own or within their present organisation.

It is therefore not surprising that the Federal and State Government, realising the shortcomings of the past orientation have urged higher education authorites to commence education their students towards self-employment.

In the light of the above facts, COSIT stil finds a huge role to play to fulfil urgent needs of providing resourceful manpower to the country, bringing education to those who want it and at the same time, contributing to the country's growth, as well as creating self-employable graduates.

As these needs were considered at the establishment of COSIT, they formed the basis for the design of its courses in accountancy, business administration and education. For example, Olumide [illegible] noted that it was the need for more teachers in the country that brought about the creation of the National Teachers' Institute at Kaduna. It is expected to meet the need, through a multi-media approach, the shorfall of about

10,000 teachers out of a demand for 21,000 teachers needed in the early 70's.[17] This need must have tripled by now since more schools have been created, though there is lack of money to engage those who are already qualified to fill the vacant costs.

The shortfall could still be met through distance education as provided by COSIT. As the situation is not peculiar to the teaching profession alone so also COSIT programme could supply the needs in high level manpower. A point to buttress this fact is the recent plan by the University of Ibadan to reactivate its suspended External Degree Programme starting from the 1987/88 academic session.

Probably, the new educational system, announced by the Federal government and christened as the 6-3-3-4, is likely to favour the operation of distance education similar to COSIT to satisfy products of both the junior and senior secondary schools in the acquisition of self-employment skills and professional qualifications. The urge to satisfy the concept of life-long education will still make many Nigerians to patronise distance education, if not for knowledge acquisition but for satisfying individual curiosity and eliminating boredom.

3. Staff:

Reference has been made in passing to the staff position of the institute. Now, we shall specify some of the key officers of the institute. The Director, who is a Professor, is both the academic and administrative head of the institute. He is assisted by a Senior Lecturer editorial, a senior Fellow Broadcasting,

another Senior Lecturer in Teacher education, Lecturers for tutorials and students' services. Others are a lecturer editorial and a senior Assistant Registrar. All these staff members are the regular officers of the institute. Of course, these officers are supported by a corps of secretarial, clerical, printery and messengerial staff. Members of the academic staff of the University of Lagos who participate in writing, teaching or marking or moderating of courses for the institute may be indirectly regarded as its staff. Other course writers and tutors outside the University of Lagos may be regarded in the same vein. The Zonal study centres have supervisors manning them. They attend to complaints from students in their area of operations and channel to Lagos those problems they cannot solve on the spot.

As analysed earlier on, the staff members in the three sections of the institute support the Director for the smooth running of the activities of the institute. As most of the staff members are professionally qualified in their fields, they are at advantage to offer suggestions and advises to the Director on the implementation of the policies of the Institute. Not only because the present uncertain labour market makes staff mobility a rare thing, the permanancy of appointment without any threat of sudden transfer is sufficient to guarantee the stability of the staff position at COSIT. Recruitment of staff is carried out from time to time and

as the need arises. Priority is of course, accorded qualified and suitable staff members within the University or the institute in such recruitment drives.

Also, contributing to the stability of staff turn-over at the institute is the additional remuneration enjoyed by staff members of the institute and the University from the services they render additionally to the institute.

4. Content:

Course contents offered by COSIT are of the same quality and standard with what obtains at the full-time degree course levels of the University of Lagos. Basically, the S.E.P.P. courses are foundation courses meant to prepare students whose knowledge in science are inadequate for admissions into degree courses. Such course combinations include:

(i) Biology/Chemistry,
(ii) Chemistry/Physics,
(iii) Mathematics/Chemistry,
(iv) Pure and Applied Mathematics,
(v) Mathematics/Physics.

The above combination of courses with education is also available to those in part one of the B.Sc. Education degree programme.

In the areas of Business Administration and Accountancy degree programmes, the following courses are available to candidates:

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(i) Elements of Business,

(ii) Principles of Accountancy and Elements of costs; and

(iii) Mathematics for social sciences.

Also required to be passed by all students before they could be awarded their degrees is a course in general African Studies. All the courses taught by COSIT to its students in the distance programme are core courses which would enable the students to grasp the basics of their disciplines and allow them to explore and apply the more, further areas in their disciplines.

Finances:

Before the National University Commission, N.U.C., started giving COSIT some subventions, the financial burden of the Institute had been borne solely by the University of Lagos. In 1981, the N.U.C. gave COSIT ₦600,000 subvention. One would expect the economy of large-scale production to apply to the running of the institute and thereby allows it to break even. Moreso, when it is remembered that similar institutions all over the world break even on financial institutions all over the world break even on financial matters, because their students pay some economic fees to sustain the services being rendered to them.

Perhaps COSIT may be excused on its financial predicaments first, because the institution charge no tuition fee from its

students up till last session - 1985/86. This stand was sequel to government directive that tuition should be free at undergraduate level in the Universities.[18] This must have robbed the institution of some financial resource to supplement its meagre vote from the University.

Secondly, COSIT is still in its infancy and it has not yet been possible for it to enrol most of the applicants wishing to come into the programme, much as the institute would have loved to cater for all. Until the institute could enrol a large number of students than at present, take the advantage of the full financial supports of the N.U.C. and external bodies as recommended by the Review Committee, the institute may find it difficult to meet its expenses.

To underscore the gross financial problem of COSIT, its Director, Professor OLABIMTAN in 1984 expressed alarm at the inability of the institute to carry out its expansion programme to cover courses offered by conventional universities. He was quoted by the national dailies that "the teachers and materials are ready if we have resources, in terms availability of funds"[19] for the expansion.

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18. University of Lagos Senate. Second and Final Report of the correspondence and open studies unit Review Committee, June 4, 1979, P.42.

19. The Guardian Tuesday, August 14, 1984, P.16.

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However, everything is not done by charity at COSIT. Though, the programme utilises existing infrastructural and instructional facilities available at the University of Lagos and at various study centres all over the country, some tuition fees have been introduced in the 1986/87 session. The dwindling allocation of subvention to conventional Universities by the N.U.C. has made it necessary for COSIT to charge its students between ₦600 and ₦750.00 for tuition. This is in addition to charges to each student for the supply of cassette tapes, radio/recorded, books, feeding, accommodation and transport estimated at ₦1,603.21kobo per session. Relatively, the amount is cheaper in comparison with what a full-time student doing a similar course would pay which works out to ₦2,277.[20]

The cost of maintaining facilities and personnel in the programme is cheaper as well when compared with the same situation in conventional education. For instance, it is cheaper than otherwise to use the same set of lecturers in teaching courses in the full-time programme and in the distance programme. Even the hiring of part-time lecturers instead of recruiting permanent lecturers saves costs. For example, a part-time lecturer receives ₦12.00 per hour and if he does four hours in a week lecturing in distance education, that works out to ₦112.00 per month. On the other hand, a full-time

20. Akintayo, M.O. Ibid., P.101.

lecturer on Salary Scale USS. 12, Step 1, will receive during the same period about ₦894.00 minus other allowances, and this is for teaching the same set of students for the same qualifications.

An example of COSIT spending on members of its Academic and Administrative Staff in 1983/84 Session amounted to ₦253.486.00. During the same period the institute expended about ₦559,894.00 on teaching materials, equipment, tutorial fees, books and transport and travelling costs.[21] All these examples go to show that there is a relative minimum fund required by COSIT to run its programme as against the huge sums that would be gulped by a conventional university/programme.

As expressed earlier on, one hopes that with a steady increase in the number of intakes and the insistence on collection of fees from students, the institution would be able to sustain its present programme and have enough to introduce new courses to satisfy the yearning of its students.

6. Facilities:

Present COSIT has no permanent buildings of its own. The Institute is however, temporarily housed within the first floor of the Faculty of Arts building of the University of Lagos. The

21. Report on the University of Lagos Correspondence and Open Studies Institute. COSIT. Mimeograph App. VI and VII.

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At the moment, the office space within the Faculty of Arts building is not adequate for men, equipment, storage and tutorial of the three units which make up the Institute. This inadequacy makes the provision of a more spacious office complex an urgent task. Much as this would have been provided, finance is still constituting a major handicap. Already, an elaborate plan of an office complex for the institute has been made. The Complex is expected to have a layout for each unit.

The Director's Office will contain the personal Secretary's Office, a Conference room and a staff common room. The Administrative wing of the complex is going to have the Administrative Secretary's Office, an office for the Secretary to the Administrative Secretary, an Assistant Registrar's Office, a general office for the Secretarial Staff and an Admissions Office meant for the Admissions' Staff members. Other offices to be located within the wing are those of the Records, Accounts and general transport staff. A car park and a shed are also to be provided.

For the media production wing of the planned complex, the Recording Studio for Radio and Television recordings is of improtance, along with offices for the Boradcasting Officer and the Secretarial Staff. Besides, Spaces are to be created within the complex for the Graphic Arts Studio, processings room, printing room and the Deputy Director's office.

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The Academic Planning and Development Section will contain, among others, the Deputy Director's office, offices for the Academic Staff in various disciplines and a research laboratory with facilities for micro-teaching. Other providions will include a Science laboratory, stores, classrooms, students reception room and an information hall. The planned complex has its prototype in the present offices occupied by COSIT. The only difference is that the present offices are grossly inadequate for the efficient performance of COSIT.

As for the COSIT study centres all over the country, they are not separate self-contained institutions, as earlier noted. Rather they are in already existing institutions which make them available to COSIT students for their study meetings. There are classrooms where students can meet to discuss and study together or individually. They can also meet their tutors for thrashing out problems emanating from their studies. Facilities such as reference and textbooks, cassettes, tapes, records, tape recorders are available for the use of the students. They are free to borrow any of the items on request from the Supervisor of the Centre. The Supervisor attends to their compalints and refers those cases he is unable to handle to the COSIT headquarters in Lagos.

Study Centres always open for meetings between 8.30 a.m. and 6.00 p.m. on Saturdays on a three-week basis. Centres are not obliged to provide

meals to students. Yet, some centres do so and their students are encouraged to pay for the meals. Science laboratories are available at the centres for those doing science subjects and who need to do practicals. The study centres also serve as the collection points for lecture parcels from COSIT to students and as a forwarding office of students' assignment scripts to lecturers for assessment.

7. Other:

The volume of work handled by the Institute necessitates its headquarters to be in contact with all its out-stations. For example, the institute handles the collection and packaging of course materials to individual students, lecturers and supervisors throughout the country. As noted, it distributes lecturer's assignments to students and collects back worked scripts from students to lecturers; all these are handled through the monthly courier service.

At times there are delays in delivery of parcels due to many hazards like bad roads, and non-availability of good vehicles. In this wise, one is inclined to suggest that apart from the provision of sufficient vehicles to the institute for running its delivery services, the use of air transport could be another alternative to consider for the efficient, prompt and safe delivery of course materials like cameras, plates, films, ink and paper which are at present

in short supply in the country and which shortage, could hamper the production and publication of course scripts for students.

Evolution:

A look at the history of Correspondence education in Nigeria reveals that this type of education was patronised by several Nigerians who were desirous of learning in the late 19th Century. The Nigerians were those who were unable to attend regular schools. They had to up-date and supplement their knowledge by extra-tuition, through night schools or correspondence institutions. In fact Omolewa documented that London University had then the control of standard of education meant for private students in Nigeria between 1887 and 1960. Throughout this period, the efforts to make contacts with overseas correspondence colleges were private, that is, without any government involvement. Students studied hard by themselves and in groups.

The number of such students was insignificant then judging by the population of the country, it cut across the nation. Almost eminent Nigerians of yester-years and today went through the distance learning system to pass the then popular examinations like the London Matriculation, the Inter-B.A. or B.Sc. degree, degrees and professional examinations like the A.C.C.A., Law, Marketing and so on.

Mention could be made of men like E.O. Odukoya, Ajayi, Chief Alvan Ikoku; and Samuel Banjo, all who passed the B.A. Philosophy of the London University in the late 1920's. Another like them

but who passed in History was Mr. J.S. Ogunlesi.[24] The event happened before independence in 1960.

The post-independence picture of distance education may be categorised into four. The first category comprises distance learning institutions which are sponsored by Universities. An example is COSIT. The second category is composed of those instutitions who organise a kind of remedial or continuing education education for external students. Nearly all the twenty-six universities in Nigeria engage in one form on the other of this system of education which strictly may not be termed a distance education. Examples of early institutions that did this are the University of Ife (now Obafemi Awolowo University) and Lagos noted for evening classes in Law, Ibadan University and others have provided evening classes for General Certificate of Education students in both Ordinary and Advanced levels and for Associate Certificate of Education. These institutions have also provided opportunities to many non-regular students through workshops, seminars, conferences tutorial classes etc., with the objective of improving their knowledge, skill or preparing them for some internal and external examinations.

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24. Omolewa, M.A., op. cit., p.15.

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The third category of distance education institutions in Nigeria comprises those founded by voluntary bodies and private individuals. A good example is Exam. Success Correspondence College, Yaba, Lagos. It prepares students, through correspondence, for the General Certificate of Education at Ordinary and Advanced levels. It also prepares students for professional courses at intermediate levels, such as Pitman's and R.S.A. Examinations.

The fourth category of correspondence institution is suspended National Open University, at Abuja, the Federal Capital Territory. This was a higher institution devoted to run courses by correspondence, media and occasional face to face contact. It was suspended by the Federal Government which claimed that the nation's economy could not sustain it by 1984.

As we noted, it was shortly after independence that the University of Lagos came into being. Though COSIT did not appear until 16 years after independence, since its arrival on the scene, it has popularised distance education to the level that manu applicants are craving to partake of the benefits derivable from such programmes.

F. Influence:

COSIT is consolidating its position as a leading distance education provider in the country. Much has been achieved by the institute in spite of shortage of materials and personnel, caused

indirectly by lack of funds. This is because the staff members are committed to ensuring the continued successful operation of the programme. Their commitment may be found in the sentimental attachment they have for a pioneering distance education institution.

Also, there are position indications of the appreciation of the programme through the response of the National University Commission (N.U.C.) to finance the institution despite the fact that the funding of conventional universities has become onerous at this time of austerity. The programme has also proved to educational planners and policy makers in Nigeria that given all the necessary resources to operate, distance education is practicable with a lot of advantages in this part of the world and an indication that it can be run on self-sustaining basis.

As we have seen earlier, the awareness that it is more economical to retain one's job and study at the same time, makes both government and private employers encourage their employees to take advantage of the programme. With the new emphasis now on Self-employment by the governments, there is going to be a tremedous upsurge of many students who would patronise the programme, especially in Accountancy and BusinessAdministration, to gain the needed theoretical knowledge and insight before establishing their own business.

The negative influence on the programme are many. Finance, instructional and infrastructural facilities seem the most significant, as the question of personnel might not pose much problem,

if the former are firmly addressed. The fact that the N.U.C. is discontinuing its subvention to the institute is enough encouragement to seek financial help from voluntary bodies, philanthropists, organisations and agencies and moreso to try hard to run the programme on self-sustaining basis.

Still on the issue of insufficient allocation of fundsto COSIT, one may identify an 'educational prejudice' among educational policy formulators against adult education generally in the country. Hence there is a consistent starving of the programme with fund over the years. A recent study by the writer reveals that out of the total budget of ₦139.83 million for education in the 1962/68 Development plan in Nigeria, only ₦0.30 million or 0.22 percent was allocated to adult education (and mainly for adult literacy programme). In the 1970/74 Development Plan, where ₦2,470.77 million was allocated to education, ₦6.95 million or 0.28% was meant for adult literacy education. Likewise, the 1981/85 Development Plan, adult education received a budget of ₦14 million or 0.64 per cent out of a budget of ₦2,200 million for education[25] These figures confirm that there is no time in Nigeria when one per cent of the educational budget was earmarked for adult education.

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25. J.T. Okedara, "The Achievements of 1970/75 and 1975/80 National Development Plans in Relation to Adult Education in Nigeria", West African Journal of Education, Vol.XXI, No.3, 1980.

The above fact also depicts the lip service paid to the development of adult education programmes including distance education. What would have erased this prejudice and enhance COSIT efforts is the suspended National Open University. This has created additional burden for COSIT which is now saddled with the the responsibility of giving admission to those who would have taken advantage of the Open University.

All the same, the future of COSIT is certain as long as the Open University remains suspended, it will continue to shoulder, along with other institutions like the University of Nigeria, Nsukka and Ibadan, the responsibility to bring to many Nigerians an alternative means of satisfying their appetite for higher education.

G. Others:

One basic problem comes to the fore in the discussion of education and educational system in the present-day Nigeria. This borders on the production of degree holders who are at the moment jobless. This is because Nigerians regard a degree not an end in itself but a means to an end. Higher qualifications, especially degrees are looked on as 'meal tickets' and 'springboards' to wealth and affluence. As the jobs are now scarce, there is that nagging question ('why bother to struggle for higher qualifications, when

you have got employment?" Maybe, an answer to this question is the preparation of the holder for self-employment. On the other hand, some people posit an answer that the acquisition of higher educational qualifications is an end in itself and the utility value is incidental.. Whichever way one looks at it, the objectives of the Federal Government on the issue seem to be a better option if strictly pursued. As such, the government states that it wants to:

(1) build a united, strong and self reliant nation;
(2) create a just and egaliterean society;
(3) provide a great and dynamic economy;
(4) provide a land of bright and full opportunities for all citizens; and
(5) create a free and democratic society.

If these objectives shall not become another platitude; the best way we think they can be effectively achieved is through the adoption and provision of a comprehensive adult education programme. One needs not stress too far the advantages of adult education which has been found less time-consuming, less costly and more directly related to manpower requirements than is a formal educational system. Finally, on this note we rest our anchor, that COSIT will continue to extend its useful services to many within and outside Nigeria.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name PROFESSOR J.T. OKEDARA Phone number _____

   Organization UNIVERSITY OF IBADAN

   Street Address DEPT. OF ADULT EDUCATION

   City or Town IBADAN State or Province _____

   Nation NIGERIA

2. Check whether this case is based on

   ( ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   REMEDIAL EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). _____

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   _____

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

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ILLUSTRATIVE CASE NIGERIA - REMEDIAL EDUCATION

A WORLD PERSPECTIVE

J. T. by Okedara

A. Setting

Literally, one can define remedial education as a programme needed by a student to overcome some form of educational backwardness or to compensate for earlier inadequate learning. Within the context of Adult Education, one defines remedial education as a programme designed to enable learners make up for schooling that was missed previously; those who started and then dropped out for one or another reason. Thus, remedial programme may cut across primary, secondary and tertiary curricula (Okedara, 1986).

Adult Remedial Education may be part-time or full-time for young people and adults who are beyond school - leaving age. It can be provided on formal or non-formal basis by colleges, universities, government establishments and voluntary agencies. But when provided by universities and colleges, it could otherwise be described as extra-mural work. In the context of this paper, remedial education is symonymous with extra-mural education, as emphasis is placed on University of Ibadan Remedial Education.

In Nigeria, remedial education in the pre and post independent era has been run by both private and public agencies. For instance, at the meeting of Adult Education Officers held at Zaria in October

1951, delegates observed that "the essential action of Adult Education is to organise facilities for remedial primary education for adults especially in rural areas"[1] (Dept. of Ad. Ed., 1973) Various private agencies have since joined in the crusade to provide compensatory education for both youths and adults who could not benefit from the service provided by formal schools.

As far back as 1949, extra-mural classes were provided by University College, Ibadan, now University of Ibadan. Initially the catchment area was nation-wide. The subjects of discussions of the inaugural remedial programme were closely related to current issues of that time. The lecturers then travelled to any part of the country to deliver lectures on Health Education, Industrial Revolution, Government, Politics, African Arts and other topical issues to keep various interest groups abreast of the development taken place in the international scence (Oyetunji, 1985). The programme changed as far back as 1967/68 session. The classes are now geared toward preparing registered candidates for public examinations. Many other universities and colleges also joined. These include University of Lagos that runs evening classes in Law, Business Administration and Political Science; Universities of Ibadan, Ife, Benin, Jos, Sokoto, and University of Nigeria provide mostly evening classes for the General Certificate of Education (GCE) Ordinary (O/L) and Advanced Level (A/L) examinations. [illegible] In all, the various programmes

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take care of the interest of the workers, the unemployed, and secondary school drop-outs, the primary school graduates. The programmes provide opportunity for these groups to improve upon their knowledge and skills.

The University remedial programme is run by the Extra-mural and Conference Units of the Department of Adult Education and it is one of programmes that place the university and the Department of Adult Education on a lime-light nation-wide and internationally.

B. Outcomes:

1. Goals

In Nigerian educational system, remedial education plays a supplementary as well as a complementary role. It aims at improving the quality of the education already received so that such new individuals could face the demands of their environments. In addition; the social, economic and technological environments indirectly set a temporary educational levels for individuals who could be workers, applicants or drop-outs from schools. Now for such group, who would have been above the school age, or prefers to do it on part-time to reach the required level; the best alternative is to register at remedial education classes.

Specifically, the University of Ibadan remedial education programme is meant for secondary school drop-outs, primary school graduates or their equivalents and people of lesser qualifications who may be workers or other wise. The programme prepares them for General Certificate of Education (at Ordinary and Advanced Levels) and sometimes for professional examinations. However, the Unit still mounts up public enlightenment programmes on cultural, political, social and economic matters.

In the final analysis the programme is geared towards supplying the labour market with manpower with improved qualifications and skills and the Universities with qualified candidates. In addition it is a way of taking education to the door steps of people who could not afford to pay the school fees being paid in the regular school system for a longer duration.

The objectives of the Extra-mural Unit of the Department are designed by the Senate Board of Extra-mural Studies with the indirect participation of the executors.

2. Benefits

Many Nigerian's secondary school students who drop-out of schools as a result of inability to pay school fees, take advantage of remedial education to prepare them successfully for the same examination. About 60 percent of those who registered for remedial education programme in the University seven years ago were workers with varying educational backgrounds who could not afford to

loose their jobs. Thousands of these interest groups have successfully passed G.C.E. O/L or A/L examinations, or their professional examination through the remedial education programme, sponsored by the Department of Adult Education , University of Ibadan.

With the additional qualification, many of these successful candidates have earned promotion in their various working places. For those who are job applicants, some of them have got jobs. Many others having passed their examinations have gained admission to higher institutions. Majority of our students who have passed out always take time to write to the University.

The University remedial education, unlike many other similar programmes, do not neglect the semi-illiterates or those who are not yet permanently literate or the literates who like to get to any level in their educational endeavours. These groups are prepared for First School Leaving Certificate Examination and are further prepared for G.C.E. O/L examination or its equivalent. One of the beneficiaries of this type of educational programme, now contemplates to write an auto-biography. "From Rags to Riches: The story of my life". Of all the remedial programmes, the G.C.E. O/L programme is the most popular. For instance, recently, half of external candidates who registered for G.C.E. O/L and A/L Examinations were those who undertook remedial education. The beneficiaries of the University's remedial programme for G.C.E. have

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been on the increase. Every year, the unit registers on the average 3,500 learners and prepare them for different examinations, with GCE examinations being the most popular.

The University of Ibadan Extra-mural Centre has been accepted as an examination centre for GCE examination. In 1985, about 155 of the students in the second year of GCE class took their examinations at the centre, the number increased to 221 in 1986. The subjects offered included Accounts, Agricultural Science, Bible Knowledge, Biology, Business Method, Chemistry, Commerce, Economics, English Language, English Literature, Geography, Government, History, Islamic Religious Studies, Mathematics, Additional Mathematics, Physics, Statistics, Technical Drawing and Yoruba. The number of students that registered for each subject varied. English Language had the highest number with 155 candidates in 1985 and 221 in 1986 while Statistics recorded the least number, 1 in 1985 and 3 in 1986. The students performed fairly well in the examinations.

The graduates of literacy education may continue by enrolling in pre-GCE and GCE classes. The Pre-GCE class is devoted to learning English and Mathematics for a period of nine months. The substantive GCE programme is of two levels, the GCE. O/L classes and that is years I and II. At the end of the second year, it is assumed that they would have completed the GCE O/L syllabus and the learners are now ready to sit for the corresponding GCE O/L examinations. The entry point for the candidates to any of the two stages varies depending on their previous level of education.

Minimum academic qualification to the first year of G.C.E. O/L classes is Secondary Modern School Passed. In order to give applicants who hold primary/standard IV or post-literacy certificates or any other certificates that are below secondary modern school a change, entrance examination in English Language is usually conducted

for prospective candidates in Ibadan. Students in Year I classes are expected to complete the syllabus in two years. Students in Year II O/L classes are expected to take their examinations at the end of the year.

Recruitments into year II classes are from four main sources Viz:

(i) Students from Year I classes who qualify for Certificates of attendance;

(ii) Candidates who failed the G.C.E. O/L examinations;

(iii) Candidates who failed the W.A.S.C. examination with passes in at least three subjects and;

(iv) Teachers' Grade II Certificate holders.

Students for Year I Advanced Level classes in Arts and Social Science are also recruited from four sources Viz:

(i) Students from O/L II classes who qualify for certificates of attendance;

(ii) Holders of W.A.S.C. with Credit in relevant subjects;

(iii) Teachers' Grade II Certificate holders with Credit/ Merit in relevant subjects, and

(iv) G.C.E. O/L with passes in relevant subjects.

Only two categories of students admitted into the Year II Advanced Level Classes. They are:

(i) Students from Year I A/L classes, and

(ii) Applicants who failed Higher School Certificate (HSC) and GCE A/L Examinations.

Admission into the Year I Advanced level Science Classes is by entrance examination, but direct admission is given to those with credit in WASCE and GCE O/L certificates.

Having recruited staff of the right quality and quantity, the various classes start in January. Before the commencement of the programme, a meeting is organised by the Extra-mural Unit of the Department. The meeting is chaired by the Head of Department, who is the Director of the Programme.

The meeting provides a forum for tutors, adult educators, organisers and members of the Board of Studies to discuss problems encountered in the previous session. They equally work out the modalities for a successful implementation of the programme in the new session. The responsibilities of the tutors, the adult educators, supervisors, organizers and others who are concerned with the remedial programme are defined or reiterated during the meeting.

Planning at the programme or subject level is the responsibility of the subject tutors for a specific subject. The subject tutors for every subject convene a meeting to review the syllabus for the subject for the previous year to see wether there would be need for adjustment or amendment. The GCE examination syllabus is used as referenced syllabus for the preparation of the various subjects' syllabuses.

Every tutor later prepares for the use of the students a scheme of work on the grounds to be covered during the course, including relevant reading list.

2. Method:

Every tutor obtains from the organiser-in-charge, the names of students who have been enrolled. The tutor enters the names in the class register. He/she motifies the Head of Department of the commencement of the course immediately after the first meeting, by completing a form, "Certificate of class meeting". The form elicits information on the subject, name and address of class tutor, name and address of elected class secretary, place of meeting and attestation by the class tutor and the secretary. A science tutor has the opportunity to select demonstrators and laboratory assistants for science practicals.

Materials for teaching and learning are equally collected from the organizer. The tutor is, however, given free-hand in handling the class. He knows the best teaching method(s) that suite every lesson's objectives. But he/she is expected to bear in mind that the course has been designed to encourage systematic private study including both reading and writing. Consequently, the tutor would be expected

to give assignments and home-works which must be examined and corrected. Apart from the regular lectures, students are engaged in preparing special project as well as attending public lectures, week-end courses, and special exhibition. To expose tutors to varying techniques in teaching the students, the department sometimes organises in-service programme, workshops, conferences and seminars for tutors to expose them to improve techniques. A class usually runs for 50 to 90 meetings. At the end of the class meetings, all tutors are expected to send in progress reports about his/her class to the department, for the attention of members of Extra-mural Studies and Organizers. The reports provide information about

1. Special activities,
2. age structure of the students,
3. attendance,
4. extent of syllabus coverage,
5. comment on the class organisation and administration and suggestion.

3. Improvement

The University extra-mural programme organisers do not rely on the programme's good will only but still endeavours to improve the quality of the programme through several avenues. For instance, the department designs evaluation techniques to evaluate the programme, the tutors, and the students.

Programme evaluation entails the use of evaluation forms which seek information about the degree of acheivement of programme goals, the resources (material and non-material) employed, the cost of procurement, adequacy of facilities, relevance of course/subject and lessons for future. This is aimed at ensuring the overall improvement of the programme. In this evaluation, the students, the tutors, and the organizers are involved.

With regards to teacher evaluation, emphasis is not placed on teacher per se but on a tutor's behaviour and attitudes, expectation of students, teaching method, absenteeism and puntuality. The exercise is the responsibility of the supervisors and the students. The tutors are informed of the outcome of the evaluation. In most cases, the evaluation procedure are formalised. Sometimes tutors' evaluation may be informal. Students may start to withdraw from his class and advocate for a change of class to another class being handled by another tutor. In a time like this, the tutor may have to question himself or herself. In another dimension, the students may petition the organizer, possibly highlighting the tutor's incompetency. In whatever form tutors' evaluation takes, the department considers it as an important event. Consequently, action is always taken to encourage the tutor involved to improve upon his performance or drop out.

Student evaluation is solely the responsibility of the tutor who is expected to give frequent reports on every student regularity in class and academic performance. The tutor submits a class attendance register to his supervisor almost every week. A student who is fond of net coming to classes regularly is counselled, having identified his/her problem by the supervisor or the tutor-in-charge of that class. Students' Record of Work is also kept by the tutor. This provides information about the learners response to assignments, tests and examinations given by the tutor. In general the evaluation is diagnostic, predictive as well as suggestive. Diagnotic in the sense that it provides a through assessment of the programme; predictive because it provides means of determining the future potentials; and suggestive in that it presupposes the steps that could be taken to improve upon the lapses.

In addition to the above efforts, tutors are encouraged to attend workshops, seminars and conferences related to remedial education. Also some of them are admitted for graduate programme in the Department. This set of efforts is geared towards improving the quality of the tutors, knowing fully well that no education can rise above the equality of its tutors.

Furthermore, graduate students' projects, dissertation and theses, addressed to problems related to remedial education, contribute indirectly towards effective and efficient running of the pro-

gramme. These eventually lead to improvement. Suggestions and recommendation made in such works are sometimes utilized to improve upon the programme by the Department.

4. PARTICIPATION:

Potential students are encouraged to register in the remedial classes of the university by the success of their relatives or friends in the First School Leaving Certificate and G.C.E./W.A.E.C. examinations. The wealth of experiences of tutors and learners' exposure to resource materials provide encouragement to potential learners. The science students have access to well-equipped laboratories. The Department, employs the services of various mass media to reach potential participants. The Department advertises in national dailies as well as on radio of the commencement of the programme.

Tutors involved participants in the administration of the classes. Each class has its own class secretary that makes sure that this is in order before and after every meeting. The secretary also attests to the punctuality of the tutors in the class. The secretary certifies the number of class meetings ever held during specified periods. The tutor varies his or her teaching methods to make the class active. The students are expected to be active participant in every class meeting or dis-

cussion. Students are sometimes asked to work in groups on interesting projects. They are asked to answer challenging questions and they are given the chance to probe situations.

The Department assists the students to obtain G.C.E. examination forms in bulk and thus save individuals the problem of repeated visits to West African Examination Council's Office. They are equally guided on how to fill the form. Many private candidates are disqualified from taking part in the examination on the ground that they do not follow instruction for the filling of the form. The Department provides a centre for taking G.C.E. Examinations within the University Campus.

The Department provides bulletin boards at each of the Centres. The board provides information source to the tutors and the students. The paper cuttings on topics relevant to the needs of the students are also pasted on the board.

Those students who attend the centre within the University enjoy the benfit of improved and subsidized University transport system.

D. INPUT:

1. PARTICIPANTS: There are wide variations in the enrolments among the centres and even for the subjects. This

could be an indication of the popularity of a subject or the centre. This factor serves as a criterion for programme planning. However, enrolment at the University of Ibadan Extra-mural Centres has been declining in recent years. For example, the total enrolment was 3,856 in 1983/84; it was 3,466 in 1984/85, and it was 3,252 in 1985/86. The gradual decline in enrolment was not unconnected with the economic recession that the country has been experiencing hitherto since 1983/84. But the characteristics of the participants vary. A recent sample survey in 1985 showed that 45 percent of the population fell within age group 15 - 20 years, while 31.5 percent of them were between 21 - 25 years of age; 11.5 percent fell within 26 - 30 years of age; 6.5 percent fell between 31 - 35 years of age, and 5.5 percent constituted those above 35 years of age (Oyetunji, 1985).

From the sample, 65 percent were male while 35 percent were female. The low female participation was not that male far outstrip the female in the society. This portrays the trend in female participation in social, economic and political activities. Frequency distribution of respondents' occupations showed that 21 percent were workers, and 79 percent were either applicants or students. The down turn in the country's economy gives room for large percentage of applicants as many adults were either unemployed or underemployed. However, early study, in 1980 revealed that 60 percent of those who participated in remedial education programme were workers (Omolewa, 1980). These applicants however tried to improve upon their result in order to increase their chance of either getting job or being

admitted to higher institutions. The students who are still in the regular schools need the extra coaching to complement the efforts of their regular school teachers to be able to pass well in the G.C.E. internal examinations.

Out of the sample 91.5 percent were single while 8.5 percent were either married or separated or divorced. Considering the qualification of the students, who were either applicants or workers, it was observed that 77 percent of them had either S.75 or G.4 certificates are awarded to students who drop out of regular school system before reaching Form Five or those who attempted but failed G.C.E./W.A.E.C. O/L examinations (Oyetunji 1985).

2. **NEEDS:**

There are indications that many secondary school students drop-out of the school system before completing a learning cycle of five years and many of those who managed to complete do not usually posses the requisite qualification that would qualify them for admission to higher education which is the best alternative during the present economic recession. Moreover, realising the difficulty in securing jobs, many students most especially school drop-outs, work hard to gain admission into remedial education programme.

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Those who have already got the required number of credits, need extra coaching to prepare them for Joint Admission and Matriculation Board Examination(J.A.M.B.). The board is responsible for conducting examinations for potential university students and also responsible for placement. The university remedial education programme takes care of the need of the afore-mentioned groups. Students are also prepared for G.C.E. and W.A.E.C. A/L and professional examinations.

Apart from the above, the Department through the remedial education programme, provides and organises public lectures, seminars, symposia and workshops where topical issues of national interest are discussed and recommendation are made and sent to appropriate quarters. The Extra-Mural Unit of the Department also provides reading lists and book boxes for Remedial Education groups throughout the country.

3. STAFF:

The Staff directly concerned with the remedial education may be classified into three main broad groups. The policy makers, the administrative staff and the executors. The policy makers constitute the Board of Extra-Mural Studies. This consists of seven members with the Head of Department of Adult Education as the Chairman, and Faculty Officer of Education as

the Secretary. The term of reference of the Board is to advise Senate and the Head of Adult Education and Extra-Mural Studies on the development of the University's adult education and extra-mural activities, with special reference to the maintenance of satisfactory standards of work and the provision of appropriate types of courses.

The administrators constitute the non-teaching personnel concerned with remedial programme. They include conference officer, assistant conference officer, extra-mural organisers, extra-mural supervisors, technical officers, clerical staff, wrivers, porters, care-taker, messengers, head garderner and day and night watchmen. They play a part in the smooth running of the programme. Chiefly, the extra-mural organisers ensure that the policies made by the Board get to the executors of programme and they ensure that such policies are implemented. At the same time, extra-mural supervisors make sure that both part-time tutors and students keep good standards at work.

The tutors are the executors and the implementers of policies made and passed down. The number of employed part-time tutors has been on the increase. The department is of the opinion that the quality of education received by students could hardly rise above the quality of the teachers. The Department therefore hires qualified and experienced tutors and adult educators for the G.C.E. programme and model adult literacy classes respectively.

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Table 1 clearly shows the interest of the Department in qualitative education. The least qualified tutors were those with National Certificate of Education (NCE) or its equivalent. This group of tutors were hired to handle certain, special vocational subjects. The staff strength for the programme has increased for the years 1980/81, 1981/82 and 1982/83. It was in response to the increase in the enrolments for the programme.

4. Content:

The programme content was designed to meet the diversified needs of the students. The subjects range can be grouped into five, science based subjects; arts-based subjects, social-science based subjects; languages; and professional subjects under sciences include, Physics, Chemistry, Biology, Mathematics and Statistics; Arts subjects include History, Bible Knowledge, Islamic Religious Studies, and English Literature. Social Sciences include, Government, Geography, Economics and Commerce. Languages are English and Yoruba. Professional subjects include Law Accountancy and Data Processing.

TABLE 1

DISTRIBUTION OF EXTRA-MURAL TUTORS BY HIGHEST QUALIFICATION 1980/81 - 1985/86

	HIGHEST QUALIFICATION									
	N.C.E./HND ACA/ACCS	%	First Degree (B.Sc.,B.A.) B.Ed./LL.B.	%	Second Degree: M.Sc.,M.A., M.Ed,M.Phil, ML.S,M.Comm.	%	Third Degree Ph.D.	%	Total	%
1980/81	2	.01	150	66.37	38	16.80	36	15.92	226	100.00
1981/82	13	4.76	171	62.64	57	20.88	32	11.72	273	100.00
1982/83	7	0.19	238	67.23	80	22.59	29	8.19	354	100.00
1983/84	21	5.71	226	61.41	91	24.73	30	8.15	368	100.00
1984/85	18	5.60	215	66.99	60	18.69	28	8.72	321	100.00
1985/86	16	5.57	179	62.37	66	23.00	26	9.06	287	100.00

Source: University of Ibadan Extra-Mural Annual Reports, 1980 - 1986.

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The non-professional subjects are taken at Ordinary and Advanced Levels. The choice of subjects is that of the participants who may seek guidance and counselling in line with his or her career aspiration or needs.

5. FINANCE:

The programme is financed jointly by the University of Ibadan and from fees and charges paid by participants. Approximately 80.0 percent of the running expenses were paid from students' fees and charges; while about 20.0 percent were paid from funds allocated to the University of Ibadan, in form of salaries and wages of organisers, typists, director and co-ordinator, on part-time basis. The University of Ibadan also paid for office accommodations, classrooms and other physical facilities. The fees and charges paid by participating students vary according to the course that they enter for. For every O/L Art or Social Science subject, a participant pays ₦25.00 (approximately U.S. $6.0), and for a science subject, a participant pays ₦30.00 (approximately U.S. $7.0). Every remedial student pays ₦15.0 (approximately U.S. $4.0) for the purchase of registration form, and a refundable deposit of ₦30.00 (approximately U.S. $7.0) per subject, while the science student pays ₦45.00 (approximately U.S. $10.50) per subject. Other charges remain the same with O/L students.

The expenditure coverselectricity bills, grnats to primary and secondary schools that host extra-mural classes, repairs and maintenance of equipment and other fixed assets, stationery, administrative staff salaries and allowances and part-time tutors honoraria. The part-time tutors are paid on the average ₦8.50 (approximately U.S. $2.0) per hour for 90 hours.

The remedial programme is run mainly through the concerted efforts of the director, supervisors, organisers, part-time instructors and others such as watchmen, typists and clerical officers. Table 2 compares the pay of these five categories of staff in the remedial programme with the average Full Time Equivalent (F.T.E.) annual pay received by staff in relevant occupation; that is, those in teaching positions at secondary and university levels. Needless to say that most remedial part-time instructors are drawn from secondary schools and universities.

TABLE 2

Percentage Distribution of the Payment of Remedial Staff When Compared With Full-Time Equivalent of Those In Related Educational Enterprise

REMEDIAL EDUCATION	SECONDARY SCHOOL TEACHER	ASSISTANT LECTURER	LECTURER II	LECTURER I	SENIOR LECTURER	READER	PROFESSOR
DIRECTOR	336.8%	240.8%	202.7%	161.7%	138.3%	117.3%	100.0%
ORGANISER	136.2%	97.4%	82.0%	65.4%	56.0%	47.5%	40.5%
SUPERVISOR	113.8%	81.4%	68.5%	54.6%	46.8%	39.7%	33.8%
PART-TIME TUTOR	16.4%	11.7%	9.8%	7.9%	6.7%	5.7%	4.9%
OTHER	41.3%	29.4%	24.8%	19.8%	16.9%	14.3%	12.2%

The mean annual payments for the Remedial Education Staff and the equivalents in U.S. Dollars are as follows:

Director = ₦15720 (U.S. $ 3930)
Organiser = ₦ 6360 (U.S. $ 1590)
Supervisor = ₦ 5314 (U.S. $ 1329)
Part-time Tutor = ₦ 765 (U.S. $ 194)
Other (clerical Staff/Remedial Aids) = ₦ 1920 (U.S. $ 480)

Secondary Sch. Teacher = ₦4668 (U.S. $ 1167)
Assistant Lecturer = ₦6528 (U.S. $ 1632)
Lecturer II = ₦7754 (U.S. $ 1939)
LECTURER I = ₦9720 (U.S. $ 2430)
Senior Lecturer ₦11364 (U.S. $ 2841)
Reader (Associate Professor) ₦13392 (U.S. $ 3348)
Professor ₦15720 (U.S. $ 3930)

*Conversion Rate ₦1 = U.S. $1.00, as of November, 1987.

6. FACILITIES:

The Department uses mostly public and private secondary and primary school classes, within and outside the University of Ibadan Campus in Ibadan and Lagos. At the University of Ibadan, the Department uses Primary and Secondary Schools and University Science Laboratories.

The Department pays registration fees and annual rents to the State Governments in Oyo and Lagos for the operation of extra-mural classes as well as for the use of school facilities. In addition, the Department gives annual grants to primary and secondary school authorities to purchase additional furniture, mainly desks and chairs. The practice enables Extra-mural students to enjoy primary and secondary school facilities, with minimum constraints in the evenings, between 4.30 p.m. and 9.15 p.m.

To guide against erratic power failure in the country, the Department provides gas lamps in all centres and stand-by generator in one of the centres.

The registered students and tutors use Abadina Media Resource Centre for private reading. The resource centre contains a number of materials and equipment that facilitate learning. These include, relevant textbooks, models film slides and projector and reading spaces. The Department provides

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syllabus, scheme of work, audio-visual aids and instructional manuals to both students and tutors. In turn, tutors make course outlines and handouts available to students, as needed.

E. EVOLUTION:

Many Nigerians, in attempt to better their lots, participated in various adult and non-formal education programmes organised since 1942 by Nigerian educators and their European counterparts. Possibly in recognition of the nationalists' faith in education for development, The University of Oxford Extra-Mural Unit between 1947 and 1949 sent out tutors to Nigeria to conduct classes in a number of Nigerian cities and towns (Omolewa, 1981). The premier University College (now University of Ibadan) established in Nigeria in 1948 took over the control of the classes in 1949. This led to the birth of Department of Extra-mural Studies within in the College. Every effort was geared toward providing Liberal Remedial Education (Oyetunji, 1985).

As from 1966/67 session, the Department of Adult Education, University of Ibadan, geared its extra-mural programme toward offering public-examination oriented remedial courses, based on popular demand by the society at large. The incumbent head of the Department remarked (Oyetunji, 1985).

> We believe there is no more than the need for close links between University and Community and for helping intelligent adult citizen to acquire judgement ..... Over the years the department has come to recognise that students come to classes mostly examinations in view.

The satisfaction of the participants' needs then resulted in tremedous increase in enrolment for subsequent year. The programme yields huge profit for the University. Also it puts the department in the fore front of remedial education. This has made many disadvantaged and less fortunate Nigerians to achieve greater educational status in life. Over the years new innovations have been introduced into the programme to meet the needs of the potential students. For instance, early in 1987 the Department of Adult Education, University of Ibadan, for eleven weeks, organised Special Coaching Classes for those preparing for University Joint Matriculation Board Examination.

G. OTHER:

Of recent many private remedial classes now spring up. Inspite of the number, it seems they are not yet enough to meet the demand for the programme. Also there is need for all the remedial programme to provide transport facilities meant purposely for the participants. At times the students find it difficult getting vehicle to convey them home, when it is getting to about 9.00 p.m.

The satisfaction of the participants' needs then resulted in tremedous increase in enrolment for subsequent year. The programme yields huge profit for the University. Also it puts the department in the fore front of the country's educational development.

In summary, the Department prepares candidates for professional training, liberal education, public examinations, external degree and it also engages in mounting programme on public enlightenment. Some of the department's efforts are directed toward preparing the country for self and stable government.

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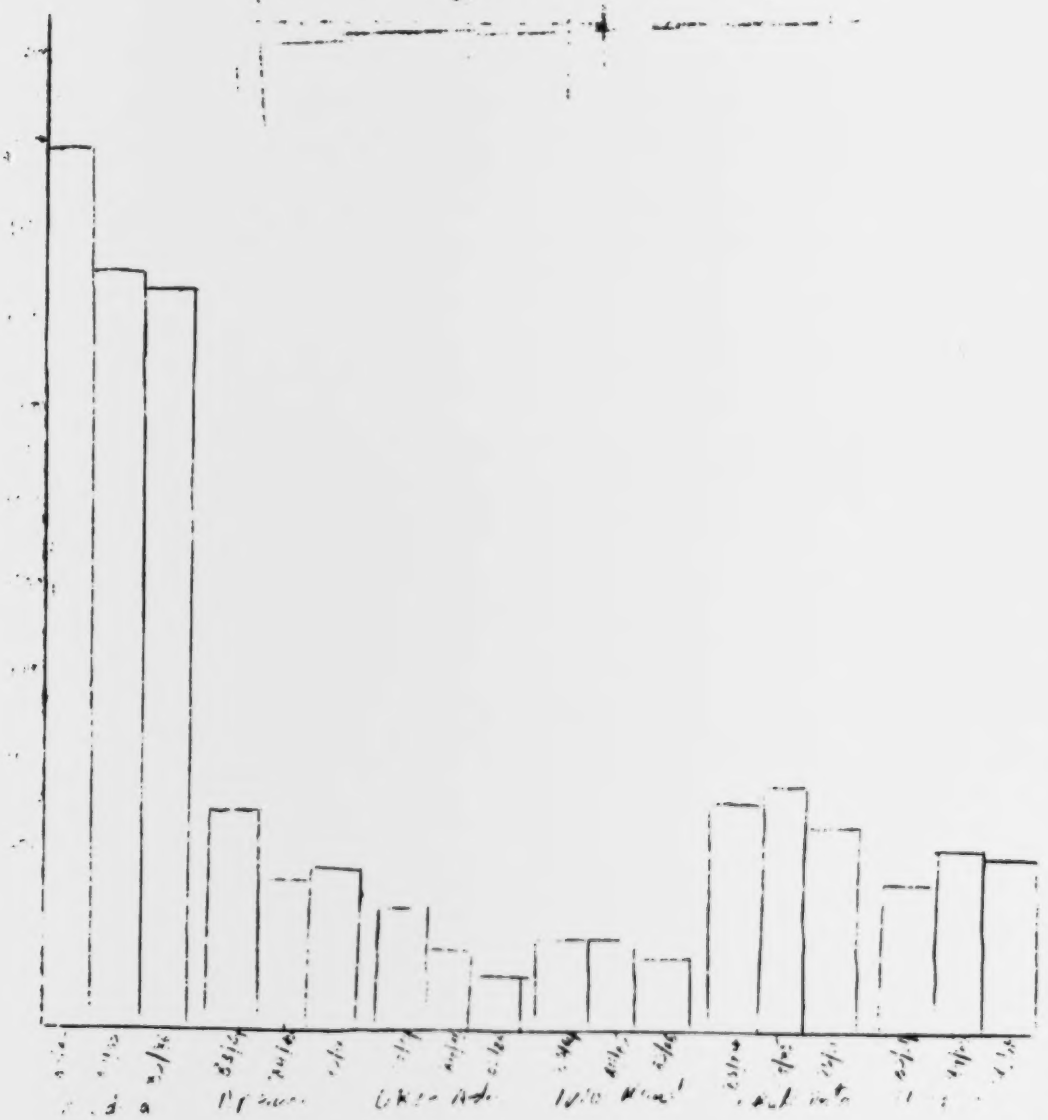
Appendix h

Extra-Mural Classes

	1983/84	1984/85	1985/86
Abadina	1,998	1,723	1,677
Aperin	499	341	356
Oke Ado	270	206	172
Iwo-Road	236	233	193
Ebute-Metta	531	562	463
Ikeja	322	401	391



Appendix B

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TABLE IV

COMPARATIVE FIGURE FOR THE PAST FIVE SESSIONS

(a) = No. of Classes.
(b) = No. of Students enrolled.

	1981/82		1982/83		1983/84		1984/85		1985/86	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Ibadan (U.I.)	175	8,312	188	7,917	180	7,621	154	6,431	151	6,005
Ibadan (Aperin)	26	614	45	1,044	54	1,978	36	1,237	38	1,441
Ibadan (Army)	10	372	10	284	-	-	-	-	-	-
Ibadan (Iwo Road)	-	-	-	-	25	842	22	726	16	486
Ibadan (Oke-Ado	-	-	-	-	27	948	19	667	13	537
Ibadan (Literacy)	13	495	14	448	14	500	13	310	12	247
Lagos (Ebute Metta)	33	1,135	50	1,907	44	1,657	45	1,775	37	1,454
Lagos (Ikeja)	30	696	41	1,633	33	1,175	35	1,391	32	1,294
Total	287	11,624	348	13,233	377	14,721	224	12,537	299	11,464

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name CLEMENT N. ANYANWU Phone number _____

   Organization UNIVERSITY OF IBADAN

   Street Address DEPT OF ADULT EDUCATION

   City or Town IBADAN State or Province _____

   Nation NIGERIA

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

GUINEA WORM ERADICATION PROGRAM: COMMUNITY EDUCATION IN NIGERIA

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). HEALTH

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

VARIOUS MINISTRIES IN THE STATE

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

30D/1

THE GUINEA WORM ERADICATION PROGRAM: A CASE FOR COMMUNITY EDUCATION AMONG THE ABAKALIKI OF NIGERIA

A. The Problem:

During the dry season, between the months of November and April, potable water is usually scarce in the Abakaliki district. The communities are therefore forced to depend on ponds and shallow streams for their drinking water. It is during this period that the guinea worm (dracunculus medinensis) is rampant among the Abakaliki communities. The guinea worm disease is contracted when people drink water contaminated by tiny water fleas, called cyclops. These harbour the intermediate stage of the guinea worm parasite, called larvae. When the infected water is consumed without boiling and filtering, the parasites are ingested into the body where they complete their life cycle. These appear on the body as thread-like worms, through wounds that are difficult to heal. The attack is very painful, incapacitating and, very often, leads to deformity or death. Sufferers are usually hospitalized and bedridden for periods ranging from three months to one year. Life in the guinea worm infested areas is really very unpleasant. Precious time that would have been spent in gainful employment in agriculture, tertiary industries and the civil service is wasted in tending to guinea worm wounds. The result is growing poverty and a very poor quality of life among the people. The Abakaliki communities have lived with this problem for so long that most of the people still tend to maintain the age-old, superstitious belief that the guinea worm diseas is an act of God.

B. Setting:

With imaginative local leadership, however, the Abakaliki communities have identified the guinea worm disease as a problem militating against not only their physical wellbeing, but also against their potential for productive work as farmers. They have therefore addressed a strong appeal to the state government to help solve this problem. Thus the program to wage a war against the guinea worm in these communities is essentially an official program aimed at mobilizing rural villagers for better living in their communities. It is in tune with the ideal tenet of community development, namely, to make use of techniques for arousing and stimulating the initiative of the people, particularly where this is not spontaneously forthcoming, in order to secure their active and enthusiastic response to the movement to promote better living for the whole community.[1] This is a particular instance in which the Anambra state government finds it expedient to improve the community health of the people, in order to get them in good shape for enhanced agricultural production. The program is considered necessary at a time the federal government of Nigeria is introducing pragmatic programs to revive the national economy. Thus while essentially a primary health care program, the fight against the guinea worm in the Abakaliki communities is aimed at revitalizing the productive forces of the state economy.

The Abakaliki inhabit the north-eastern part of the Anambra State of Nigeria, to the border with the Cross River State. The district covers a land area of 2,257.96 sq. km., and harbors a

projected population (1984) of 385,061 inhabitants.[2] The district is divided into four local government areas, namely, Abakaliki, Ezza, Ikwo, and Ishielu.[3] The whole zone is an agricultural area, with the people renowned for food production. Their high quality rice serves not only Nigeria but also the West African region. The communities live in scattered villages and hamlets, in many cases so far apart that the provision of pipe-borne water to the district is still a problem for the state government. The people, too, are superstitious in their beliefs, and apathetic to modern medical practices. Hence they resignedly accept the guinea worm plague as a fact of divine ordination.

The guinea worm eradication program is administered by a task force created by the Anambra state government. It consists of personnel from the state ministry of health, the ministry of works, community health units of the local governments in the district. Community participation is also a strong force in the execution of the program. This is made possible by popular mobilization, through the local leadership of the people. In the process the villagers are educated to be able to identify their problems and to appreciate the means for the solution of the problems.

C. Outcomes:

1. Goals.

The major goal of the program is to eradicate the scourge of the guinea worm infestation from the afflicted communities, through the processes of mobilization, education and

participation. The immediate aim is to achieve a lasting solution to the problems of the communities, so as to ensure that future generations of citizens do not succumb precariously to the menace of the guinea worm. The processes of the goal are straightforward. First, the people have to be mobilized to understand their social reality, and to adopt necessary changes in their behaviour pattern. The aim is to enable them to work themselves out of ignorance, superstition and poverty.

Secondly, they have to be educated, through processes of citizen enlightenment for community development. The aim is to enable them to grow aware of the gap between what is and what ought to be in the development of their communities. This is a very important strategy, whose central import is to direct the citizens to the identification of their problems, as well as enable them to devise the means to solve these problems. This strategy of the process is further important because it must give the people the opportunity to acquire a veritable corpus of nonformal education and training in the operation of the program.

Thirdly, the achievement of the goal has to elicit the participation of the citizens in the execution of the program. This is a crucial stage in the program process. From healthy mobilization and relevant enlightenment the people's enthusiastic involvement in the execution of the program is naturally secured. Citizen participation is usually based

on the premise that if people are given the opportunity to work out their own problems, they will evolve solutions of lasting import. Hence, in the final analysis, it may not necessarily be the physical improvements, but principally the changes that have taken place in people themselves, that count as central to the process of community development. The impact, therefore, upon the people, of group discussion, democratic organization, and the involvement of large numbers of people in group action, becomes of greater account in the development process than dams or wells. In the particular instance of the Abakaliki communities, the essence of the strategy of community participation is that it gives the people the opportunity to learn to identify their problems, help to deal with their problems, and achieve increased awareness from their problems.

Of significant importance for the goal-setting process in the Abakaliki program is the effort of people and groups to influence decision and direct community organization in the local communities. Community health officers from the local government councils are in direct touch with the people in their villages. They serve as primary health care delivery officers, and can give the necessary 'first aid' assistance in times of emergency. They are the change agents for health programs among the rural communities. The personnel of the state ministry of health represent the core of the official interest in the program. These doctors, nurses and administrators possess the directing force of incentive which

has the effect of infusing in the local people the determination to achieve an end. Such determination helps to cement agreement on the goals and objectives of the program. Local leaders, such as local government councillors, school teachers and traditional rulers play the significant role of stimulating comprehensive popular participation in the program. In this way local leadership promotes a general advance in the cause of the campaign against the guinea worm in these communities. In the same way, the active work of existing institutions, such as the age grades of the villages, in helping to mobilize the citizens for active participation in the program, must be seen as a way of setting the authority and power of a tribal organization behind the work of the program.

These processes of support tend to point to the fact that citizens are educated along the line to appreciate the immense benefits of the project to the generality of the Abakaliki communities. The prospect of eradicating the guinea worm grows in the minds of people as something that will border on a miracle. Wishful thinking and anxiety for results continue to agitate their minds. Will this goal ever be achieved? And how soon will visible results be attained? A successful war against the scourge of the guinea worm would not only improve the primary health of the villagers, but would also foster the development of the local communities. No longer would the peasants be subjected to the great bodily

and mental torture occasioned by the guinea worm attack. No longer would there be unnecessary losses of time and energy on the part of the farmers, for the production of economic crops and foodstuffs to sustain the population. The standard of living of the villagers would be greatly improved.

2. Benefits:

Two facts stand out in the consideration of the guinea worm eradication program. First, over 75 per cent of the Abakaliki population comprises peasant farmers who live under conditions that foster the spread of the guinea worm. Secondly, the whole population is susceptible to the attack of the guinea worm, whether the people are farmers or not. These facts imply that over 380 thousand people are directly involved in the campaign against the guinea worm in these communities. Another relevant fact is that the Abakaliki program is still in progress. Hence results based on statistical data will gradually emerge. What, however, is central to the present report is the impact of community education on the administration of the program. Because the government has despatched a task force to set the pace for the solution of the people's problems, the villagers are now able to see for themselves that their problems are not of divine ordination. Actual program benefits are both visible and encouraging. The villagers are getting the education and training on the construction of wells to supply drinking water to their communities. They are educated to appreciate the importance to their health of boiling and

filtering their drinking water. They are getting used to disinfecting their surroundings, as well as maintaining their environment in a sanitary manner. Thrcugh community education, they are achieving the social and psychological benefits of being able to develop their relationships and to participate in making decisions that affect their society. It must, in fact, be said that community education in the fight against the guinea worm has increased the capacity of the Abakaliki communities for dealing with their environment.

D. Process:

1. Planning:

The program staff consists of doctors, nurses, social welfare officers, community health officers and technical officers. These are assisted by community leaders and school teachers. The medical team takes charge of the preventive and social medical aspects of the program. They educate the people on the value and the necessity of adopting primary health care measures in their everyday life. They teach them to boil their drinking water, filter it, and carry enough quantitites to last for them while working in their farms. They teach them to refrain from drinking water from the ponds and streams without adequate treatment. The villagers are also advised against wading through stagnant pools, so as not to contract water-borne diseases. The

citizens are educated to disinfect their surroundings, and to keep their compounds clean. They are taught to wash their food items before cooking. They are made to appreciate the importance of personal hygiene in their day-to-day life.

The major thrust of the program is on the eradication of the guinea worm in the host communities. The planning is done by the task force, created by the Anambra state government to effect a lasting solution to the menace of the guinea worm in the Abakaliki communities. The technical unit of the task force is composed of engineers and technicians drawn from the state ministry of works. These are in charge of constructing wells to provide the people with drinking water. They also advise on the best locations to sink such wells. The whole task force is headed by a senior medical officer of the ministry of health, who reports to the director general of the ministry on the progress of the program. This senior medical officer is the local director. He and the technical unit constitute the advisory committee for the program. Supervisors are drawn from the task force and the local leadership, while the citizens are mobilized to participate in the smooth running of the program.

The incidence of the guinea worm menace constitutes the major problem of the communities. This generates the need to fight the common problem. Needs assessment procedure takes the form of identifying where the impact of the problem is felt most, and what measures, besides the procurement of

potable water, should be taken to effect a lasting solution to the problem posed by the guinea worm in these communities. In the particular instance of the Abakaliki villages, the task force is given the term of reference to survey the whole area, assess the magnitude of the problem, examine the possible alternatives for the solution of the problem, and execute the program expeditiously, so that the productive labour force of the communities can be revived and assured.

2. Methods:

The methods adopted are face to face and straightforward. The task force moved into the four local government areas in the Abakaliki district to get acquainted with the local leaders and discuss the problem with them. The response was enthusiastic. The leaders of the villages felt happy that the government was willing to come to their aid. Members of the task force were given detailed information on the plague of the guinea worm and the suffering of the peasants from its debilitating attack. The local leadership was prepared to adopt measures to mobilize the masses towards the successful implementation of the program for the eradication of the guinea worm in the area. There were various possibilities which the task force could survey as means of solving the problem of the people .

First, since the guinea worm was contracted through drinking impure water from the ponds and streams, one way out of the problem could be to extend pipe-borne water to all the

localities. But it would be too costly to adopt this as a method, as the communities do not live in compact settlements, but are scattered all over the district in small hamlets and farming settlements. To attempt to supply pipe-borne water to all such communities would cost government so much that it would ill afford.

Secondly, it might be possible to group the communities together, and to rehabilitate them where they could be supplied with drinking water. This alternative was, however, rejected by the peasants, on the superstitious belief that it was taboo for them to shift their base from the settlement of their ancestors.

The third option was to purify and seal each pond, so that a tap would be projected on it to provide safer water for drinking. Both the official and local parties, however, admitted that this method would not provide the desired lasting solution to the problem. It would succeed in providing drinking water for only a short time in the year, that is, during the rainy season. Besides, this alternative would not succeed in purifying the streams. Moreover, it would not provide assurance for purifying subsequently dug-out ponds which the need might necessitate in the future.

The consensus, therefore, was in favour of deep wells, which would provide a permanent source of drinking water for the communities. With this settled, the task force proceeded to inspect the district to select suitable sites for the construction of wells to serve the people. The decision was

to sink three wells in each of the four local government areas in the district. While government recognized that this would not satisfy all the need of the villages in this direction, the overture was intended to educate the communities on how to set about to solve their own problems. This directing force of official incentive is widely appreciated by the people, who are prepared to learn, and to continue in the development effort from where the government may stop.

The program advisory committee, made up of the program local director and the technical unit of the task force, set out to identify the areas of dire need, in which the sinking of wells might begin. With the participation of the citizens enlisted, and with reliable local leadership assured, the program took off on a note of optimism. The local people provided the program with labour. They cleared the project sites, supplied stones, gravels and sand for the work, as well as fetched water for the construction team.

3. Improvement:

The intensive mobilization of the people, measures of health education imparted to the communities, the disinfecting of all stagnant pools(okpurus) in the guinea worm affected communities, and the treatment of guinea worm patients, are a major achievement of the program. Added to this is the lasting achievement in the construction of deep wells to

provide the communities with drinking water. When the program started in December 1986, the people were enthused by the novelty of the construction work, and proceeded to aid the construction team at every stage of their work. The participation of the people is being sustained as the program lasts. In the process, the local people are acquiring veritable nonformal education and training in the art of developing their communities aside of government direction or support. Most citizens watch every stage of the well construction work with curiosity, as they have never before been involved, or even witnessed, any project of the magnitude being undertaken. The enthusiasm and expressed interest of the people in the work have the tendency to encourage the task force to go on with the work, particularly as it is observed that the people are acquiring a good measure of education in the process of their participation in the program.

4. Participation:

The traditional rulers and other local leaders of the people continue to encourage the citizens to maintain their enthusiastic participation in the guinea worm eradication program. The people are made to appreciate that this is a vital measure designed to improve their welfare. They are encouraged to show what tangible appreciation they can, of what government is doing for them, besides their contribution

of local materials towards the project. This appreciation is being shown by the people opting to beautify the project sites with flowers and shade trees, as well as by their decision to keep maintaining the beauty of the program environment from the time of completion.

E. INPUTS:

1. Participants:

Over 70 per cent of the more than 385,000 people living in the Abakaliki district engages in peasant agriculture. These, and still many more, employed by the civil service or engaged in tertiary industries, are participants in the ongoing program to eradicate the guinea worm in the Abakaliki communities. The people are known all over West Africa as producers of rice and yams, as well as vegetable crops such as maize, okra, tomatoes and onions. The spread of the guinea worm disease in these communities is a major threat to agricultural productivity in Nigeria.

The rural people, however, are prone to superstitious beliefs about the incidence of the easily preventable disease of the guinea worm. While many believe that it is of divine ordination, some accept it as the visitation of ancestral spirits. Still others believe that the guinea worm attack is a punishment from some local deities. In all cases, the people believe that sacrifices of expiation to the ancestors, appeasement to the gods and witch spirits will

subside the menace and avert the danger.

As the guinea worm eradication task force set up the project in their villages, the people started to get education and training to see the need for community action against what they had considered a praeternatural phenomenon. They now embrace the project with enthusiasm, and work for some seven hours daily on project sites. The men clear the sites, and supply stones, sand and gravels, while the women fetch water for construction work.

2. Needs:

Community education has helped the local people to appreciate the urgent need to fight the menace of a common disease. This need is generated by the problem posed by guinea worm infestation in these communities. The task force has addressed itself to the solution of the problem. In the process, the people themselves are mobilized and educated to recognize the problem and appreciate the need to engage in its solution. Thanks to enlightened local leadership, the participation of the local folks is enthusiastically enlisted.

3. Staff:

The guinea worm eradication task force has a staff strength of some eight hundred and fifty. This is made up of 50 medical officers, 200 nurses, 150 community health officers, 250 technical staff, consisting of engineers and

technical officers engaged in the construction of wells, and 250 extension workers from the local government divisions of education, health, community development and local planning.

Supervisors of the program are drawn from this team. They work with the local leaders of the people to mobilize the citizens and educate them on the importance of the project for their primary health care. They also educate the masses on the methods of disinfecting the stagnant ponds (which the people call okpuru) in the area of the project.

4. Content:

Most of the staff of the task force have some working background in primary health care delivery. Hence they impart to the masses the education they feel will enable them improve the hygiene of their dwelling places, care of their bodies and their personal effects, the sanitation of their environment, and measures to check preventable diseases.

Program plans and reports refer to the mobilization and education of the masses on the necessity of adopting preventive measures against communicable diseases . The team, therefore, has to make a vigorous effort to disseminate health information to the rural communities, and to establish the facilities to serve them. In the particular instance of the Abakaliki communities, the construction of wells to provide the people with good drinking water, and the education of the communities to prevent the incidence of the guinea worm disease, tend to have created the healthy environment in

which the rural populace has started to feel as truly a part of Nigeria. Community education is succeeding to establish direct personal and warm contact between the government and the rural people. The public enlightenment thus attained has the tendency to pull the rural people out of anonymity, and has the force of promoting participation, spontaneity, responsibility, and the commitment of the rural citizens to the measures undertaken to improve their welfare. It is such an ongoing process of community education that will combat successfully the ignorance and superstition of the rural communities, and enable them to accept the information and education of the health officials against communicable diseases.

An important content of this educational process is the appreciation of the fact that the rural communities are facing the problem of transition from tradition to modernity. They must be educated to promote their physical, mental, emotional, social and spiritual capabilities. The task force realizes that it is such community education that will enable the people to gain access to a permanent health care system, involving the prevention of diseases, as well as an early diagnosis and immediate treatment of those that are not yet preventable. This raises the need to educate the rural people to embrace simple health care within the home and the community, including farming settlements. This will

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ensure that citizens can grow to become active and responsible partners in looking after their own health and that of their community. Community education for health must also teach both governments and people that the progress of any nation depends, to a large extent, on the development of its individual communities. Hence, regardless of is natural wealth, a country is poor if its people are not developed physically, socially and emotionally. It is only when they have an acceptable level of good health that individuals, families and communities can contribute to development and enjoy the benefits of it.

5. Finances:

The Abakaliki guinea worm eradication project is essentially a government program designed to give the local people the directing force of incentive that may propel them towards organized group action for the improvement of their lot. Government realizes that the people need a new type of education that involves far-reaching changes in their existing practice. These are changes that cannot be brought about at a stroke by administrative order. The task force, established by government to execute the program consists of people well trained to develop this new type of education through instruction in health, hygiene and sanitation, and to render more permanent the results of their teaching by organizing the people in groups to carry out what they have collectively realized to be desirable.

Members of the task force are themselves employees of the government. The program is executed from the government rural development fund, and is estimated at ₦4.5 million (Four and a half million Naira). This estimate is supplemented by some ₦.5 million (Half a million Naira) representing the contribution of local effort towards the completion of the project. This is subscribed through the people's direct labor.

6. Facilities:

The facilities include:

1. Disinfectants applied to all the okpurus in the four local government areas in the Abakaliki district, with a view to checking the breeding of the guinea worm in stagnant pools and streams;

2. Antibiotic drugs for the treatment of patients;

3. Materials for the construction of wells to supply drinking water for the people;

4. Maintenance equipment, also including disinfectants and drugs, as well as building materials to maintain the wells in good order.

The people themselves maintain the environs of the wells by clearing the premises and maintaining their flowers and shrubs intended to beautify the environment.

F. EVOLUTION:

About forty five years ago, the guinea worm disease existed in the Abakaliki communities at the level of sixty to seventy persons out of every one hundred villagers. At the end of the second world war, the local colonial administration instituted some haphazard measures to check the spread of the attack on civil servants. It was made a rule, for instance, that policemen and other civil servants who contracted the guinea worm disease should be paid half their salaries during the periods of their incapacitation.[4] This was a penalty for their failure to boil and filter their water before drinking. More than forty years later, the guinea worm continues to ravage this zone at an even higher level of 70 - 75 persons out of every one hundred villagers. There arose the need for the entire citizenry to rise with one mind to face the challenge, lest the plague be bequeathed to future generations.

The government of Anambra State recognized the plight of the people in this direction, and decided to come to their rescue and to educate them on the ways and means to improve their welfare as a people. Hence on Saturday, December 20, 1986, the guinea worm eradication program was launched at the Central School, Effium in the Ishielu local government area. The task force established by the government to combat the menace of the guinea worm in this area was to launch a four-pronged campaign involving:

1. intensive community mobilization;
2. health education, practicalized by the disinfection of all ponds in the guinea worm infested areas;
3. treatment of guinea worm patients, &
4. construction of wells to supply the people with drinking water at all seasons.

G. INFLUENCES:

The outcome of the program remains the motive force to popularize the project, and has a magic influence on the people. Out of the twelve wells projected for the four local government areas in the Abakaliki district, nine are now ready and functioning. These are three wells in Abakaliki, and two in each of Ikwo, Ezza and Ishielu local government areas. The people can now draw clean water from their wells, and have learnt to boil and filter it before drinking. Through community education they have learnt to keep their environment clean, and have seen for themselves the great value of personal cleanliness and the hygiene of their dwelling places. More importantly, they have grown to disabuse their minds of the age-old belief that the guinea worm disease is an act of God.

The influence of the program on the local people is, in every way, spectacular. The government had launched the project as an appeal to local patriotism and as a means of motivating the people to nurse the desire to improve their lot. In the

process of executing this carefully conducted experiment, the local people have gained a veritable network of experience in methods of community welfare work. They are now stimulated to make a general advance on their own, equipped with the incentive and the determination to achieve for themselves what they have realized to be a desirable end. The people can now combine for self-help, and sally forth as a team to build more wells for themselves, with the use of improved methods and instruments. In effect, the local people have acquired the education and training to enable them deal with their problems of basic subsistence.

Another very interesting result of the Abakaliki program is the emergence of a good number of community leaders who have received special training on how best to handle community welfare work. In all the four local government areas, the emergence of such leaders promotes the potential for the success of any popular movement for better living in the local communities. This development has enhanced spontaneous and enthusiastic action by groups and individuals to improve their welfare. With people acquiring the ability to organize themselves for self-help and the solution of their own problems, a healthy stage is being set in these communities for the growth of community education - the new type of education that takes root where the poor struggle to survive.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name C.A. OKEDARA Phone number _____

   Organization UNIVERSITY OF IBADAN

   Street Address DEPT. OF TEACHER EDUCATION

   City or Town IBADAN State or Province _____

   Nation NIGERIA

2. Check whether this case is based on

   ( ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   PROFESSIONAL CONTINUING EDUCATION FOR GRADE 2 TEACHERS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PROFESSIONAL, OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   INSTITUTE OF EDUCATION

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

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PROFESSIONAL CONTINUING EDUCATION FOR GRADE TWO TEACHERS IN NIGERIA

A. Setting

In recent years in Nigeria, almost all members of the existing professions are looking forward to acquiring education relevant to their professional careers. Grade Two Teachers, falling within teaching profession, are not left out. This crop of teachers are graduates of Teachers' Colleges. The colleges or institutions directly concerned with the training of the Grade Two Teachers vary on the basis of the entry qualification of the prospective student-teacher. In the Teachers' Colleges the following programmes are run:

a) 1-year programme for holders of the General Certificate of Education (GCE), Ordinary Level (O/L) or its equivalent.

b) 2-year programme for those who failed the GCE O/L or its equivalent.

c) 3-year programme for students who dropped at form four in the Formal Secondary School.

d) 5-year programme for the First School Leaving Certificate holders and standard six passed.

However, all the final year student-teachers usually sit for the same Grade Two Examinations after which, successful candidates are awarded Teachers' Grade Two Certificate. The graduates (now teachers) are expected to teach pupils in the various primary schools in the country, where the foundation of the country's educational system

is laid. Some of the Grade Two Teachers (though few) teach at the lower classes (grades) in the Secondary Schools. It is this group of teachers that we are concerned with in this study.

As a step forward in their professional career pursuit, the successful Grade Two Teachers register for part-time Associateship Course in Education (for short ACE). This programme is run by the Institute of Education at the country's premier University, the University of Ibadan, Ibadan. The University was established in 1948, as a College of the University of London. It, however, became a full fledged university in 1962. Now the country has about twenty six universities, both Federal and States' Universities.[1]

The Institute of Education was founded in 1956 and had as its main functions as the training of teachers, the promotion of educational research and the provision of advisory work for other educational organisations. Between 1956 and 1961, the Institute ran two one-year courses, one was the Associateship Diploma in Education for non-graduate teachers and the other was the post-graduate certificate in Education.

In 1962, the Faculty of Education and Department of Education were both created. The Department of Education was established to run degree courses in Education and in addition to functions formerly carried on by the institute. It was not until 1971, however that the University authorities approved of the separation in functions of the Department of Education and the

1. J.T. Okedara, Efficiency In Educational Practice: The Nigerian Experience; An Inaugural Address of the University of Ibadan, Ibadan University Press, 1985.

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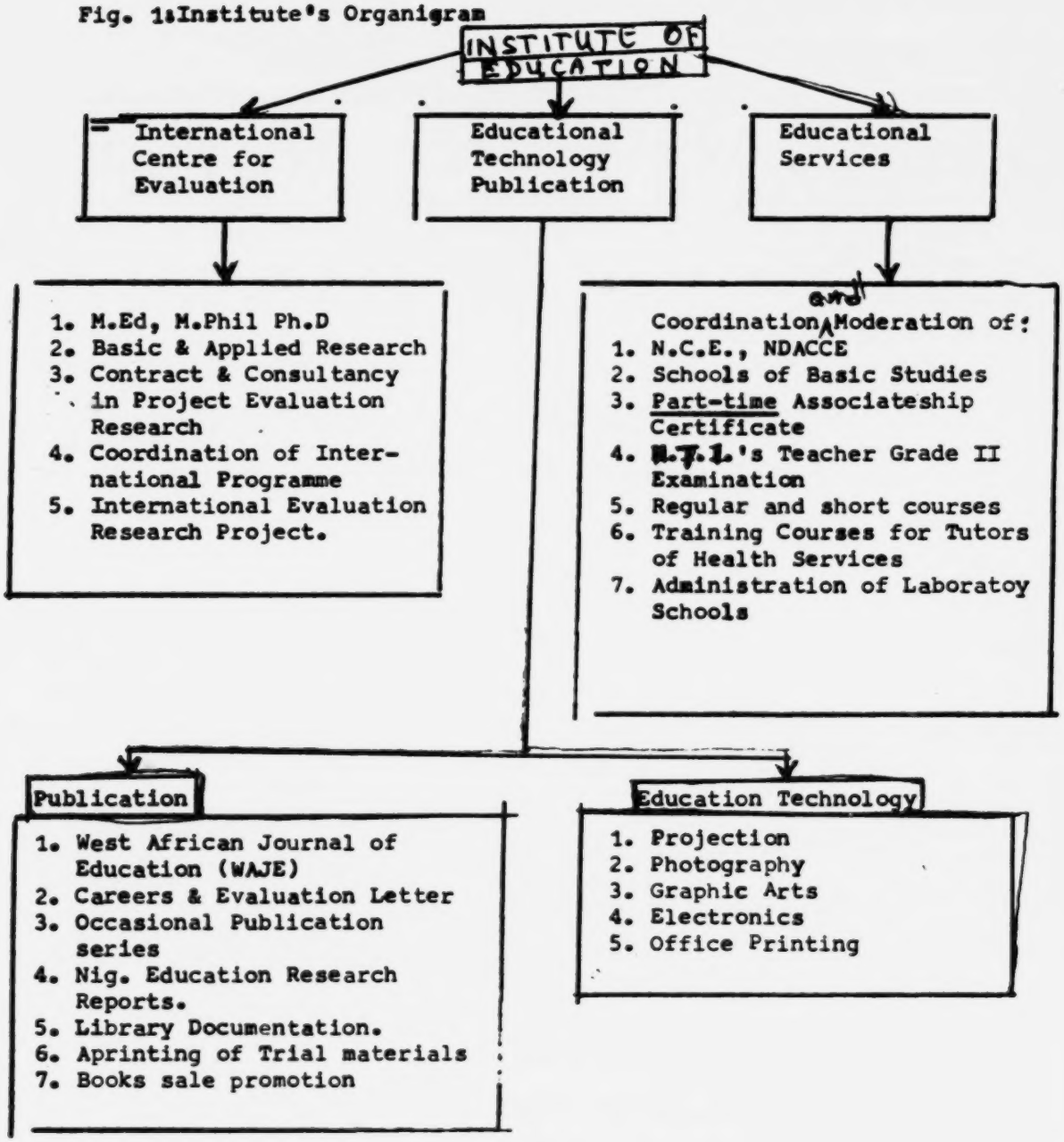
Institute of Education. Then the Department of Education was largely preoccupied with teaching and research and the Institute was concerned with mainly research as well as servicing educational institutions all over the country. However, the Head of Department of Education was also the Director of the Institute until 1976/77 session when the University Senate approved that the Institute should operate as a completely autonomous unit with a separate headship from that of the Department of Education, now designated Department of Teacher Education. The activities of the Institute and its various units are shown in figure I.

The Part-time Associateship Certificate in Education Course: The Part-Time-In-Service Associateship course constitutes one of the most popular programmes run by the Institute. The programme began in the Institute in July, 1979. In general, the programme is designed for Grade Two Certificate teachers to enable them grow on the job. Presently, the institute's effort spreads over six states of the nineteen states in the Federation. The class meetings hold on weekends (Fridays and Saturdays) and during primary aschool session breaks, except public holidays.

B. Outcomes

1. Goals The overall rationale of the programme is to improve the competency of Grade Two Teachers in carrying out their duties while on the job. Also by inaugurating the part-time Associateship

Fig. 1: Institute's Organigram


INSTITUTE OF EDUCATION
International Centre for Evaluation
Educational Technology Publication
Educational Services
1. M.Ed, M.Phil Ph.D
2. Basic & Applied Research
3. Contract & Consultancy in Project Evaluation Research
4. Coordination of International Programme
5. International Evaluation Research Project.
Coordination and Moderation of:
1. N.C.E., NDACCE
2. Schools of Basic Studies
3. Part-time Associateship Certificate
4. W.A.E.C.'s Teacher Grade II Examination
5. Regular and short courses
6. Training Courses for Tutors of Health Services
7. Administration of Laboratoy Schools
Publication
1. West African Journal of Education (WAJE)
2. Careers & Evaluation Letter
3. Occasional Publication series
4. Nig. Education Research Reports.
5. Library Documentation.
6. Aprinting of Trial materials
7. Books sale promotion
Education Technology
1. Projection
2. Photography
3. Graphic Arts
4. Electronics
5. Office Printing

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course in Education, the Institute is responding to the clarion call by the Federal Government that Universities in the Country should compliment the Government's effort in training primary school teachers. This joint effort is aimed at producing teachers in sufficient number and quality.

Moreover, the country launched Universal Primary Education (UPE) in 1976. This led to the establishment of many additional primary schools and since then the country has been faced with acute shortage of trained Grade Two Teachers to teach in the primary schools. Therefore, any attempt to withdraw the serving teachers from classroom for a whole session for a full time course will definitely compound the problem of providing enough teachers for the schools. The part-time Associateship Course in Education (ACE), in this way has twin goals. The programme aims at reducing the necessity to withdraw serving teachers from the classrooms for a whole academic session. Also, it aims at ensuring that more teachers are retrained and up-dated while they are on their jobs.

In addition, the ACE programme tends to provide opportunities for immediate and regular testing and application of teaching strategies and ideas. In most cases, the feed back and meaningful interaction resulting from such situations enrich

the course.

2. Benefits

For a teacher to participate in the programme may be taken to be an investment in himself or herself. For instance, the certificate issued by the University in respect of the programme is recognised by the states' and federal governments. Hence, a successful completer of the course, earns additional pay. This constitutes a kind of promotion. Except that in recent time some state governments, due to the economic depression, have been delaying workers' promotion, including teachers.

Apart from the monetary benefit, the graduates of the part-time ACE enjoy the advantage of being accepted or admitted for another higher educational course, part-time National Certificate in Education (NCE). Moreso, a possessor of the ACE certificate normally spends three years on the NCE programme, while their counterparts with Grade Two Certificates spend four to five years.

Also, the part-time ACE programme tends to reduce the private cost of education. This is in view of the fact that the participants are still on the job and receiving their salaries. By this, the opportunity cost of such programme tends to be zero.

In appreciation of the benefits the participants think they

derive from the programme, there have been instances when out-going set donated instructional equipment and facilities for the use of the institute. For instance, at two centres, the participants donated instructional address system - microphone, amplifiers and loudspeakers.

The society indirectly benefits from the programme. This is because improvement in teacher's quality will possibly improve the quality of educational system in that society. And, with the proposed link between education and development, such improvement in the society's education may foster the overall development of the society.

C. Process

1. Planning

The Institute creates a new centre in an area if the outcome of a preliminary survey usually carried by the Institute, reveals that there is a sizeable and reasonable number of prospective participants in the area. The institute also ensures that the facilities in a centre are adequate for the successful take off of the programme. The old centres are equally inspected before the beginning of another session. This is to assess the facilities, especially in view of any expansion of the programme in an existing centre.

In respect of admission of candidates to the centres, the Institute advertises the sales of admission form against a new session in one or two daily newspapers. The eligible candidates for admission to the programme are practising teachers who possess the Teachers' Grade Two Certificate and who have been teaching for at least five years. The form is sold for ₦25 ($6.25).

The society indirectly benefits from the programme. In a situation that the quality of an educational system is measured by the quality of the teachers, the improvement in the teachers educational attainment, possibly improves the quality of the educational instruction to be received by the primary school pupils may improve, with the improvement of teachers quality.

The number of candidates to be admitted in a centre is subject to the availability of space (classrooms), course lecturers and instructional facilities. Hence the number of prospective candidates is always streamlined, using varying selection criteria. The criteria may include asessing the grade of the teachers in the Grade Two Certificates examination, to arrive at average grade point, Then, a cut-off point is chosen, taking into consideration the number to be admitted. Therefore, only candidates who score above the cut-off point are admitted. Also, possession of additional qualification such as General Certificate in Education Ordinary Level

(G.C.E. O/L) and Grade Three Teachers Certificate (a lower professional teachers' Certificate), sometimes is an advantage.

The successful candidates are sent letters of admission and a handbook each. The admission letter indicates the resumption date. The handbook contains information about the programme. The information in the handbook usually include (Time-Table) and registration procedure. On resumption, candidates are expected to complete registration formalities within the first two days of the beginning of the session. A candidate who fails to register within the allocated period forfeits the admission.

The programme runs for a session (equivalent of a year). A successful candidate (now a participants) registers for a total number of thirty (30) units in the whole course, including practice teaching and project. The programme starts during the long vacation and continues throughout the following primary school session excluding inter-session public holidays. Mandatory contact hours are a minimum of 345 hours, made up at least 125 hours during the long vacation, with the remaining 220 hours covered at the rate of 10 hours a week for 37 weeks, spread over the three school terms.

The contact hours for a particular course vary depending

on the unit carried by the course. For instance, a one unit course comprises 15 one-hour lectures, or 15 three-hour practicals, while a two-unit course takes 30 hours of lecture and three-hours of practicals.

Since the course is taught in different centres, the Institute provides specially written text-book on each course for the use of the participants and the teachers. According to one of the past directors of the Institute, such effort tends to standardize the content of the programme. Also, the written texts that appears to satisfy the needs of the mature men and women who are full-time teachers and who thus do not have enough time to work through the lengthy reading material as would be the case in other university courses. The series is on English, Social Studies, Integrated Science, Mathematics, Yoruba, Social and Philosophical Foundation of Education, Instructional System and Technology, Adult and Community Development, Language Arts Methods, Primary Science Methods, Social Science methods, Physical and Health Education, Introduction to Special Education, and Nursery Education. The series was the outcome of the meetings of a team of sixty-six persons from the University of Ibadan and its affiliated institutions. Each course book is written by a group of three to five members under a coordinator.

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2 **Methods**

The methods of teaching employed by the course lecturers, vary and may be grouped into lecture, demonstration, tutorials, group or individual projects, panel discussion and simulation. The lecturers are expected to use the best method that suit the peoblem at hand. However, every instructor (course lecturer) is expected to follow a syllabus provided by the Institute.

The visits paid by the writer show that the instructors use instructional or teaching aids. This in fact would facilitate learning. The participants themselves may incorporate the habit of using teaching aids, while teaching in their various schools. The instructional aids used by the instructors usually include two-dimensional and three dimensional objects.

The three dimensional objects used are mostly improvised and made by the participants. Every participant submits a project in partial fulfilments for the award of the A^C^E Certificate. The project is designed in line with the content of a course and must be useful in teaching at least a topic in the course.

3. Improvement

The institute carries out continuous evaluation and assessment of the programme for the improvement of the quality of instruction. For instance the director and his team pay visits at least twice in a quarter to every centre.
That is, every centre is visited at least six times in a session. At every visit, the team holds meeting with the Centre's Assistant Coordinator and also with the programme participants. The participants use the forum to express their needs and informally evaluate the programme. The suggestions given by the participants are noted by the team for possible incorportion into the future operation of the Institute.

Participants assessment takes different forms, but it involves broadly formative and summative evaluation. For instance every course taken by a participant is assessed on a continous goal . The continous assessment forms about 30 per cent of the final Assessment in respect of that

course. And the end-of-course written examination constitutes about 70 per cent.

In all, every course is evaluated in terms of course unit. The course is examined within the calendar year and a participant is credited with twenty units out of the course units taken and passed. A student is not qualified for the award of the certificate until he or she has completed a period of study of not less than one calendar year. And he must be credited with a minimum of twenty units including all the units alloted to Teaching Practice, Project and the compulsory courses.

Being a programme designed to improve the professional competency of the participants in the class, the institute places high premium on teaching practice. This takes 3 units. The participants are visited and evaluated in the normal schools and classrooms. These are the same school teachers and were originally posted to their schools by the governments or by the School Board. Hence, the participants are at home with their original pupils. In this way, the anxiety of participants is reduced when they are visited by a supervisor. The supervisor assigned to a participant evaluates the teaching at least twice in each of the first, second and third term of the primary school session and submits the marks scored to the coordinator. The teaching practice is assessed

only in this way and not with any written examination.

The following marking system with indices and numerical values are used for all assessments:

Grade	Numerical Value	Remarks
A	70% and above	Excellent
B	60% - 69%	Very Good
C	50% - 59%	Good
D	40% - 49%	Satisfactory
E	Below 40%	Fail

In order to encourage the participants to perform well, the institute floats an annual prize - Olyide Prize-which is awarded to the best student in the ACE examinations. The participants strive hard to get the prize, as the beneficiary normally feels honoured.

Furthermore, the programme benefits from the outcome of research work being carried out by the graduate student of the institute. For instance Mr. Ojo, a graduate student suggested a number of instructional delivery strategies preferred among ACE social studies participants in one of the centres. The preferred strategies include discussion and assignment.

The respondents also preferred to be awarded certificate of the University of Ibadan to that of any other institution in the country. Undoubtedly, the feedback and maningful interaction from such studies mostly enrich the programme and are usually of immense benefits to participants and institutions.

4. Participation

Many of the prospective candidates are encouraged to participate

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1. A.S. Ojo, In-Service Delivery System Preferences Among ACE Social Studies Teachers of Okene Centre, Kwara State. An M.Ed. project submitted to the Institute of Education in partial fulfillment of the requirement for the Associateship Certificate of Education, University of Ibadan, Ibadan, 1984.

in the programme due to social and economic benefits associated with the achievement. And once registered, the institute puts them through as to what course(s) to register for, the programme demands and how to face the challenges. These preliminary efforts tend to cool down the participants' anxiety about studying in a university community or participating in programme in a University setting. Many feel that academic activities, related to the university, are usually irksome and onerous. There are no trained counsellors to provide counselling services, however, the course lecturers and some of the administrative staff assume the responsibility. Also, the Director and his team, during their meetings with the participants at the various centres, give talks which motivate participants to stay on the programme.

D. Input

1. Participants:

The number of participating Grade II Teachers and the centres have been on the increase over the years. In 1980/81, the programme was organised in eight centres in different parts of the country with 1,413 participants on roll. The breakdown showed that 200 participants were enrolled in Abeokuta Centre, 125 in Benin Centre, 397 in Ibadan Centre and 127 in Ijebu-Ode Centre. Also, Ilesa Centre had 159 on roll, while Okene, Oyo and Port-Harcourt had 83,200 and 122 respectively.

In 1981/82 the total number on roll increased to 1640 participants in nine centres. In 1982/83 enrolment increased to 2500 participants still in nine centres. Presently, 1987/88 the programme is effectively organised in 13 centres with about 4,475 participants. The enrolment has increased from 1,100 in 1979/80 to 4,475 in 1987/88. The average growth rate over the nine-year period was 22.6 percent. See Table 1.

2. Needs

Over the years, from the preceding paragraph, the number of participants have been increasing. This is a positive response to the service provided by the institute. It is equally an indication that the participants see the need to improve themselves in order to keep abreast of the recent developments in the teaching field. For instance, it is only in recent times that primary science is introduced into our primary schools. Unfortunately many of the Grade Two Teachers did not offer Science in their various Colleges, simply because primary science or integrated science was not included in the Grade Two Colleges' Curriculum. Therefore, the ACE programme is giving these set of teachers the opportunity of having knowledge of science and science teaching. The knowledge of science is important, since a primary school teacher is expected to teach every subject in the primary school syllabus. However, the choice of science subjects in the ACE programme is optional. That is, a teacher who is still not interested in the subject can avoid it.

Concisely, the programme tries indirectly to enhance the

TABLE I

GROWTH IN ENROLMENT IN RESPECT OF THE ACE PROGRAMME

1979/80 - 1987/88

	Year	Total Enrolment	Growth Rate(%)
1.	1979/80	1,100	-
2.	1980/81	1,413	20.6
3.	1981/82	1,640	23.6
4.	1982/83	2,500	52.4
5.	1983/84	2,246	10.2
6.	1984/85	1,792	-20.2
7.	1985/86	2,212	23.4
8.	1986/87	2,009	- 9.2
9.	1987/88	4,475	122.7
	Average	2,145	22.6

Source: Records and Publications of the Institute of Education, University of Ibadan, 1979-1988.

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quality of education received by the pupils in the primary schools and thereby contributes to improving the quality of education at all levels.

3. Staff:

The programme staff comprises the administrators, course lecturers and the supporting staff. The group on the first category includes the Director of the Institute, the Chief Coordinator of the programme and the Assistant Coordinators. The administrators ensure the execution of policy formulated by the University Senate on the advise of the Board of Delegates of the Institute

The teaching staff interact with the participants and thereby enrich their knowledge. Apart from teaching, the lecturers are also to supervise the participating teachers while on the teaching practice. The lecturers also execute instructions that may be passed on to them by the administrators. The lecturers are usually the academic staff of the Faculty of Education of the University of Ibadan and those of the affiliated institutions who voluntered to teach as part-time lecturers. Sometimes, suitably trained and experienced teachers, in primary, secondary school and teacher training colleges are recruited on part-time basis and when needed. In Ibadan centre, thirty-two (32) lecturers are currently recruited. Twelve are holders of Ph.D. and the remaining twenty are Master's Degree holders.

It is hoped that the same pattern holds in other centres, as the Institute always recruit instructors of high quality. The supporting staff include Secretary, typists and clerks. They assume varying responsibilities as may be assigned by the administrators.

4. Content:

The description and provision of course list offered by the participants could be taken to represent the content of the programme. The courses are categorised into three: compulsory, required, and selected. A compulsory course is one which must be taken, completed and passed. A registered course is one which must be registered for, completed and attempted in a terminal examination, while elective course can just be taken to complete the required additional units for the award of a certificate.

The compulsory courses include, Sociological, philosophical, and Historical foundations of Education; Instructional Technology; Teaching Practice; Individual project and Evaluation of Students' Achievement. The required course is either Mathematics of History and Philosophy and Sociology of Education. The elective courses include: Adult Education and Community Development; Pre-School Education; Social Studies; Yoruba Language and Literature; Home Economics; Religious and Moral Education; and Physical and Health Education. However a candidate who offers Adult Education and

Community Development may not offer Pre-School Education. Also a candidate who offers Social Studies may not offer Religious and Moral Education. In the same way, a candidate who offers Yoruba Language and Literature may not offer Religious and Moral Education. And, a candidate who offers Home Economics may not offer Physical and Health Education.

The decision regarding which course is compulsory and required or elective is taken by the university Senate on the recommendation of the Board of Delegates of the Institute.

5. Finances:

The programme is self-supporting. The sources of income include chargeable tuition fees of ₦250 ($62.50), royalties from books, sales of form, issuance of identity card and transcript. The income realised from all these sources totalled ₦571,977 ($142,994,25), in the 1985/86 session. Out of this sum of money, 20.6 percent was realised from rolyalties while the remaining 79.4 percent have been realised from other sources.

The accounting system is not specific as regard to how much is spent on a particular item. Nevertheless, the

total expenditure for 1985/86 Session was ₦156,694.59 ($39,173.66). It is however assumed that money spent on staff takes the lion share of the expenses.

Table 2, shows the percentage pay of the programme staff when compared with those in related occupations. In addition to the annual pay of the Director, he is given a honorarium of ₦500 ($125.00) per quarter, while the Chief Coordinator is given ₦250 ($62.50) per quarter and the Assistant Coordinator receives ₦187.50 ($46.88) per quarter. Other claims by the programme staff may include transport and overnight allowance and research grant. The lecturer is paid ₦8.00 ($2.00) per hour and ₦50.00 ($12.50) for supervising a student. The Institute also expends money on stationery and instructional facilities.

Evolution

The part-time Associateship Certificate in Education began in the Institute of Education, University of Ibadan, in July 1979. The programme is designed to cope with the need to produce large number of high quality of Grade-Two Teachers for the

TABLE 2

A Comparison of the Salary of the Programme Staff with Those in Related Occupations

Programme Staff	Percentage of Pay for Relation Occupation					
	Asst. Lect.	Lect. II	Lect. I	Senior Lect.	Reader	Professor
Director	43	52	65	76	93	100
Chief Coordinator (academics)	47	56	70	81	100	108
Asst. Coordinator	57	68	86	100	123	132
Asst. Coordinator (Admin.)	136	161	203	237	290	313
Instructors	1332	1582	1984	2319	2842	3061
Principal Executive Officer	84	100	125	147	180	193
Secretary	217	258	324	379	464	500
Clerks	340	404	506	592	725	781

Source: Institute of Education, University of Ibadan, Ibadan.

Programme Staff Salary p.a.

Director = ₦15,000 ($3,750)

Chief Coordinator ₦13,928 ($3482)

Asst. Coordinator(Adm.) ₦4800 ($960)

Instructors = ₦450 ($112.50

Principal Executive Officer = ₦7754($1938)

Secretary = ₦3000 ($750.00)

Clerk = ₦1920 ($480)

Related Occupation

Professor = 15,000($3750)

Reader = ₦13,928 ($3480)

Senior Lecturer = ₦11,324 ($2831

Lecturer I ₦9739 ($2435)

Lecturer II ₦7754 ($1938)

Asst.Lect. ₦6360 ($1590)

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country's primary schools.

During the first year of the course in 1979/80, the participant totalled 1,100 in six centres. Presently, in the 1987/88 session the programme runs in thirteen centres with 4475 participants. The programme in the first year was partly sponsored by the Federal Government and partly by the Institute. Thereafter, with the withdrawal of Federal Government grants, the Institute is the sole supporter of the programme. Initially every participant paid ₦200 ($50) per session; but the fees has increased to ₦250 ($62.50) till now. There is a plan to increase the fee to ₦300 ($75) against 1988/89 session, following the inflationary trend in the country. This is, however, subject to the University approval.

There is no doubt that many of the beneficiaries of the programme have used the certificate obtained in gaining admission into higher institution. This is in addition to the monetary benefit accruing to the participant, having completed the programme satisfactorily.

Other:

The coverage of the programme is limited to just six states in the federation. It may be suggested that the institute should extend the service to other states of the federation, especially the Northern States, where many of the states are considered as being educationally disadvantaged. In addition one would suggest

that science course should be one of the compulsory courses since the practising Grade Two Teachers do not have option in the classroom setting.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Dr. Pat Ngwu Phone number _____

Organization Van Leer Nigerian Education Trust

Street Address Plot 2 Adewunmi Estate, P. O. Box 8929

City or Town Ikeja State or Province _____

Nation Nigeria

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Workers Education in Nigeria

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. Workeers

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Labor Union, Government, Other Organizations

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description Past and present

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WORKERS' EDUCATION IN NIGERIA

By:

P.N.C. NGWU.

Van Leer Nigerian Education Trust
Lagos

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WORKERS' EDUCATION IN NIGERIA

By:

P.N.C. Ngwu. Ph.D.

Van Leer Nigerian Education Trust, Lagos, Nigeria

Introduction

Workers' Education is currently a common activity in most countries of the world and it stands out as a basic component in programmes of Adult Education. Educational programmes for workers are similarly common activities of the trade union movement. Trade unions and voluntary organisations sympathetic to the welfare of workers usually take on programmes of Workers' Education in response to recognisable or identified and emergent educational, training and development needs of both workers and society. Before going on to look at the many different aspects of workers' education in later sections of this chapter, it is important to examine how social change influences the development of educational programmes like Workers' Education to address emergent learning needs.

Several forces generate the growth in learning needs in society. Coombs (1985:35) identified population growth and migration, urbanization, advances in knowledge and technologies, social and economic changes, national development strategies and the growing international inter-dependence as some of the most important forces that define the learning needs of individuals and societies; create new ones or outstrip the existing educational arrangements of a given society. These are not independent of each other,

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and interact with each other in several ways. They also occur at differential rates and in various directions. Growth of population and growth in new knowledge have been identified as the two major factors which exert the most obvious influences on the educational system. According to Coombs (1985:57):

> Although the aggregate increase in the number of learners (due to population growth) has clearly had a sizeable impact on world educational requirements, it seems evident that the increase in the lifetime learning needs of the average learner resulting from these dynamic development factors (advances in knowledge and technologies) has been an even greater cause of the explosive growth of overall learning needs.

The rate of growth of population in most developing countries is generally higher than in the developed countries, and this part of the world is the area where resources are far from adequate for providing not only schools but also food, shelter, health care, employment and infrastructure for development. Because of certain peculiar population characteristics in the developing countries such as low life expectancy and high birth rates, a higher proportion of the population is made up of young people who need both education and employment.

The implications of the above situation for educational development are, of course, obvious. Expansion of educational facilities has been the usual solution adopted. But, in a situation where the transition rate from primary to secondary school is very low, and opportunities for higher education are slim, the most viable alternatives are to expand opportunities for learning out-of-school and for training on the job. Workers' Education as an integral component of adult education is designed to respond to these needs.

The greater attention being currently paid to Adult Education and Nonformal Education in the developing world today has resulted from the growth of unemployment among school leavers and the increasing cost of expanding formal educational facilities.

Advances in knowledge and technologies have been characterised as the most prolific breeder of new human learning needs (Coombs, 1985:57). These advances in knowledge and technologies are manifested in constantly changing ways of doing things. New agricultural techniques, recent discoveries in the medical and health sciences, technological advances in industry, current methods of social and political organisation, new ways of carrying on human relationships, new methods of economic planning, the increasing adoption of modern or universal values, the growth in information dissemination or the new media and the peculiarities of emergent and new forms of governments and the concommittant policies are all dimensions of these advances. All these developments call for new educational arrangements different from the formal education system.

The situation in which curricula and syllabi in formal schools do not always reflect these new developments almost as soon as they occur requires that innovative ways of educating people should be adopted. Also these new developments affect not only workers in the formal sector but also workers in the informal sector, in agriculture and in the technical trades who need to learn constantly changing techniques and methods of work.

Workers' Education in this regards is important not only because of the fact that a large proportion of the population are in the active work-force but also because these new developments impact upon the adults on whom the rest of the population depends.

The role of adult education in the provision of educational opportunities for adults in society can be better understood in the light of the above discussion on the major factors that bring about new learning needs in society. Workers Education is not, however, the only aspect of Adult Education that responds to these needs. But, just as social clubs are established by people who want to be sociable with each other, workers' educational associations are established by workers who recognize the need to create an organisation to cater for the educational and development needs of working men and women. There is also the belief that membership of labour unions will become more attractive if opportunities are offered to members to improve themselves educationally, socially and professionally through Workers' Education.

II. Concept and Objectives of Workers' Education

The concept of Workers' Education, or as it is sometimes called, labour education or trade union education has been described in a variety of ways. Each writer on the subject gives his own interpretation of the concept based on past experience and the particular type of adult education programme in which he worked. Also, people have different ideological orientations on the type of education that workers should have. In addition, different political systems and changing social and economic conditions determine to a large extent the nature of education that workers receive in programmes of workers' education. This means in effect that there is no single definition of Workers' Education which is accepted all over the world and which is applicable to all situations.

Workers' Education is a dynamic concept in that the meaning and objectives are continually changing. The concept of Workers' Education may therefore be examined by looking at a number of definitions that have been put forward to describe it-

1. Workers' Education embraces the education to enable workers to develop their productive capabilities; to understand the day to day problems that may confront them in their work situation; to appreciate and appraise the activities of any organisations which seek to protect their interest in their work relationships; and to contribute fully and effectively towards the development of the society to which they belong (Anyanwu, 1983:93).

2. Adult Education for Workers is a series of organised adult education activities designed:

   (1) for those who have no education or little education;

   (2) for those who are employed or self-employed; and

   (3) to produce behavioural changes among workers.

   (Rokadiya, 1982:185)

3. Workers' Education or Labour Education is a structure and process specifically designed to involve trade union members in educative programmes and activities directly through their trade unions, or in joint co-operative developments with workers' education institutions sympathetic to, and having the support of Workers' organisations. (Whitehouse, 1978:3).

From the fore-going definitions, one can say that the emphasis in Workers' Education runs from a focus on liberal education and the tasks of organising and administering a trade union to such practices as mobilising workers and providing them knowledge, technical skills and understanding to enable them participate effectively in institutional and socio-economic development. Therefore, the concept embraces organized educational activities for members of trade unions in such areas as literacy, liberal education, trade union leadership, technical skills training as well as the mobilisation of the entire work-force to participate fully in the entire development process. In some cases, the concentration may be only on liberal adult education, while in others, trade union leadership training or other aspects of Workers' Education may be offered in addition. Generally what is emphasised depends on the broad objectives of the Wrokers Education programme.

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Such broad objectives are defined and determined by the needs of the workers and society. But, the broad objectives centre around extending opportunities for workers to acquire education and training up to the level of their needs and capacities and to support and encourage the general development of the education system, both formal and nonformal. This enhances the achievement of a learning society. Thus, Workers' Education helps to provide opportunities and create the environment necessary for eliminating illiteracy and ignorance among the workforce. This objective is akin to the broad objective of Adult Education. But, Workers' Education goes further by enabling workers to acquire both technical and social competencies needed for effective functioning in their work and in their social and cultural roles. Workers' Education also enables workers to achieve the collective aims and objectives of their trade unions. Through participation in Workers' Education programmes, trade union officials and members develop the skills, knowledge, understanding, experience and motivation to serve their unions and to contribute to the achievement of broader organizational and national development goals.

According to Anyanwu (1983:93), Workers' Education is advocated for the following reasons:

(1) - to facilitate the orderly development of workers in their unions;
(ii) - to prevent or stem any crisis in industrial relations;
(iii) - to raise the general standard of living of workers;
(iv) - To enable workers, through their unions, to tackle any industrial problems that may hamper their welfare;
(v) - to integrate the unions into the framework of society;
(vi) - to promote understanding of the aims and procedures of public policies;
(vii) - to enable workers to make personal and collective decisions, unhampered by pressures and manoeuvres by vested interests;
(viii) - to help workers understand human problems and concerns in a modern society.

Additionally, the central objective of the International Labour Organisation's Workers' Education programme which was formally launched in 1956 is the education of workers and their representatives in social, economic and labour subjects related to their occupational interests in order to enable them to play through their organisations an increasingly effective role in the

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Social and economic development of their countries. (ILO, 1979:2).

III. Scope and Content of Workers' Education Programmes

Workers' Education Programmes and activities, as has been pointed out, may be organized directly by trade unions or in joint cooperative arrangements with other institutions such as voluntary agencies, missionary bodies and governments that are sympathetic to the welfare of workers. Anyanwu (1983:94), is of the opinion that programmes in Workers' Education usually reflect the objectives of the sponsors, and are geared towards creativity and improved performance by workers. These education programmes and activities can be offered on trade union basis or industry/employment unit basis; and may also be carried out at various levels. When the programme is on industry/employment unit basis, it may be limited to a factory or a particular work-place, or may be extended to cover other employment units within a particular industry. Some programmes may be local, regional, national and/or international. When Workers' Education is offered on union basis, then all units of the union, wherever they may be located, may take part depending on the peculiar organisational arrangements for carrying out the programme.

Training may be organised part-time as short day-release courses, correspondence courses, home study, series of evening lectures, study circles, series of one-day courses, weekend residential courses or sandwich/summer programmes. Programmes can also be full-time. When they are full-time, they are usually advanced courses or further education programmes.

Workers Education programmes may be developed for purely trade union aims of for achieving technical/professional aims. In the former case, programmes are designed to achieve the following aims:

(a) to train newly appointed trade union officials and upgrade the skills of officials;

(b) to initiate new members of workers' organisations into the aims and purposes of trade union movements;

(c) to impart basic skills to workers; and

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(d) to train instructors working in workers' education programmes.

When Workers' Education is purely vocational or technical, it is aimed at improving the working efficiency of workers and thereby to improve productivity and overall development of society.

The subject-matter of Workers' Education programmes generally covers not only trade union related issues like collective bargaining and industrial relations, but also literacy, economic education, new agricultural and industrial techniques, industrial safety, new forms of social and economic organisation among several other subject areas.

Rokadiya (1982:185) includes the following under the banner of Adult Education for workers: adult literacy, general education, development of human resources, further education, labour education, on-the-job training and education for industrial relations. Generally, the educational needs of workers at each level are identified and meaningful programmes are set up to address these needs. Therefore, the subject matter of Workers' Education is as diverse as the needs that emerge from these needs-identification processes, as well as emergent social, economic, political, cultural and work-related issues - that need to be addressed by workers' organisations.

However, four major content areas of workers' education programmes are identifiable. They are literacy and liberal education, technical/vocational training, trade union or labour education and self-help enterprises development services.

A. Literacy and Liberal Education:

In programmes of literacy training, workers are taught the basic skills of reading, writing and arithmetic to help them perform effectively and efficiently. Recent advances in knowledge make it also imperative that workers should be made literate. Also, if workers are to benefit from other educational activities organised by their unions and other agencies, they need basic literacy. If workers are to assume

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leadership positions in their unions and/or contribute effectively to social, economic and political development in their societies, they need literacy skills and further education in other areas. The reason why literacy is stressed here is that formal educational provisions are usually inadequate for the majority of the work-force especially workers in the rural areas and in agriculture. It is necessary therefore that workers' organisations start with literacy training.

Post-literacy and liberal education programmes are organised for workers in the belief that they will enable workers to broaden their outlook on life, and to understand their rights and responsibilities as workers and citizens. They will also enable workers to organize themselves to take collective action for their own good and for the development of society. According to Omolewa (1981:70),

> As a form of continuing education for workers, liberal education may assume the character of an in-service training programme to update the skills of workers. Very often, certificates are not awarded to participants in such scheduled courses. Many professionals prefer to refer to these type of workers' education efforts as non-formal education, that is, the education obtained outside the formal school setting.

Such Nonformal Education Programmes can be on any topic covering the sciences, arts, humanities, social sciences and family life education.

B. Technical/Vocational Training:

Another important aspect of Workers' Education programmes is technical/vocational training. Governments, industries, professional associations and non-governmental organisations organise training programmes to equip workers with skills needed for employment in a particular vocational, technical or professional area. These training programmes are run as induction courses, inplant training programmes, shop-floor training, on-the-job training, apprenticeship training schemes and skill-upgrading programmes. These training programmes are specially organised to provide much needed technical manpower as well as to increase the productivity of workers generally.

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C. Trade Union/Labour Education:

This is one aspect of Workers' Education to which workers organisations attach the greatest importance. The emphasis here is on labour education and trade union leadership. Labour unions generally organise training programmes in this area in order;

(i) to have a strong training and development programme and effective union leadership;

(ii) to have qualified and trained union leaders who can help uplift the rank-and-file from conditions of illiteracy and ignorance;

(iii) to make workers aware of their roles and responsibilities in their places of work, their homes and in the society;

(iv) to make workers aware of their legal rights as workers and the responsibilities of their employers;

(v) to organise workers to take collective action for their own welfare and that of society.

The training courses focus on such subjects as industrial relations, techniques of collective bargaining and negotiations, trade union administration, labour laws, wage determination, communication process in organisations, and participatory management techniques. Workers' organisations, trade unions, professional bodies, international agencies like the International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the International Federation of Workers' Educational Associations (IFWEA) as well as Universities run courses in these areas.

D. Self-help Enterprise Development Services:

The International Labour Organisation (ILO, 1979:2) conceives of an emerging pattern of self-help, self-reliance projects geared towards the mobilisation of workers, particularly rural workers. The objectives are to strengten the capacity of rural workers to develop and run their own organisations and to develop self-help services among rural workers and to cooperate with national and

international trade union organisations seeking to do similar work among rural workers. Special services are provided for workers by workers organisations and trade union associations.

Such services as workers' credit unions, workers' cooperatives, enterprises for employment creation in rural areas and community skills centres are provided by Workers' organisations and Trade Unions. These worker-owned enterprises are organised and workers are encouraged to participate, through managing these enterprises, in the socio-economic development of their country. These activities are believed to help rural workers organise effectively to meet the challenges of rapidly changing socio-economic conditions.

IV. Workers' Education in Nigeria:

Workers' Education has been described earlier in this chapter as adult education of workers encompassing varying subjects and activities which generally include literacy education and liberal education, further vocational/technical/occupational training, labour/trade union education and promotion of self-help employment oriented services by and for workers. This framework is adopted in considering the various Workers' Education efforts in Nigeria.

Workers' Education efforts in the area of literacy and technical training in Nigeria date back to the activities of the colonial period. These schools offered training to Nigerian adults in literacy, technical trades and professions relevant to the needs of the colonial administration and the commercial agencies involved in trade with Nigeria. According to Anyanwu (1983:102), "Pupils were trained to assist in construction work, in furniture making and in other arts and crafts". Government followed up this pioneering work of the missions with the establishment of departmental training schemes as early as 1908. These schemes were organised by government departments for the training of their employees to perform better in their jobs. Thus emerged such training programmes for the Marine and Inland Waterways in 1924, the Public Works Department

(PWD) in 1925, the Medical Department in 1926 and thereafter the Posts and Telecommunications Department and the Nigerian Railways Corporation (Anyanwu, 1982). There also emerged Staff Development Centres where junior and middle level workers were trained in order to upgrade their skills. The higher level administrative manpower were trained in Institutes of Administration and Management Development Centres.

In addition to government involvement in Workers' Education in such technical/vocational training programmes which became widespread in the forties, trade unions were also encouraged to organise training for their members. The first trade union education COURSE ever held in Nigeria was in January 1947. It was known as the "Summer School for Trade Unionists", and was organised by the Trade Union Congress of Nigeria in collaboration with the Labour Department (Omolewa, 1981:75). Labour officers were also appointed by government to perform educational tasks among the unions and organise courses in industrial relations for labour leaders.

The labour unions on their part have not performed as well as expected in the area of Workers' Education. As noted in the Fourth National Development Plan, "Trade Unionism in Nigeria had been plagued by many problems' partly because of unhealthy rivalries among union leaders and partly because the unions were unable to operate constructively for a long time" (FRN, 1981:303). It was primarily because of this unhealthy situation in the unions that the Federal Government in 1975 put into force a Labour Policy. The new Labour Policy reconstituted 896 registered trade unions into seventy industrial unions, and the all the then four Central Workers' Organisations including the Trade Union Congress of Nigeria were restructured into one central body, the Nigerian Labour Congress (FRN, 1981:303). One of the major objectives of the new Labour Policy was to provide facilities for trade union education in order to improve the quality of trade union leaders and the general knowledge and understanding of the purposes of trade unions

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by the rank-and-file of workers' organisations (Adefope, 1975). In addition, the Federal Government established a National Institute for Labour Studies in Ilorin, Kwara State. The Institute is residential and provides facilities for the training of both labour and management staff in the promotion of labour relations. Activities of the Institute include such aspects of Workers' Education as:

(i) teaching the appropriate attitudes, knowledge and skills essential for productive participation in trade unionism;

(ii) generating new principles and techniques which can enhance industrial peace and harmony;

(iii) facilitating the role of trade unions in social and economic development; and

(iv) expanding the capacity of trade unions in the utilization and development of an intelligent and responsible labour force (Anyanwu, 1983:105).

Government has also gone a step further by providing facilities for improving the educational standards and professional competencies of workers both in the public and private sectors of the economy as well as in the management and junior cadres. Such government manpower development agencies are:-

1. the Industrial Training Fund (ITF),
2. the Nigerian Council for Management Education and Training,
3. the Centre for Management Development, (CMD); and the
4. Administrative Staff College of Nigeria (ASCON) (Dikko, 1978; Anyanwu, 1983).

The ITF was established by Decree No.47 of 1971 and organises job-oriented skills training for junior staff workers. The centre for Management Development was created in 1972 to organize study courses, conference, workshops and training programmes for the managers of private and public sector enterprises.

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The ASCON was established by Decree No. 39 to organise training programmes and study courses as well as seminars and conferences for public officers in the management cadre. It is not uncommon to hear staff of these various institutions refer to themselves as adult educators. There is also a National Agricultural Research and Management Training Institute for training the management and staff of agricultural establishments.

Workers' Education in the area of liberal education in Nigeria is traced by Omolewa (1981:71) to the outbreak of World War II which made many Nigerians to pick up interest in world issues. The nationalist movement for independence also increased participation and interest in political and cultural activities particularly among workers. Omolewa (1981:71) further pointed out that following these events "Nigerians became interested in philosophy, history, music and political science; and branches of the Thinkers' Club, World Affairs Group and Current Affairs Society were founded in Lagos, Ibadan, Ijebu-Ode, Enugu, Calabar, Kaduna and Zaria. Evening classes were also instituted to promote liberal education; notably the University Evening classes (UEC), in 1942".

The University Evening classes were established in Lagos and taught vocational and non-vocational subjects including Latin, French, English, Biology, Mathematics, Mechanics, Physics, Chemistry, Economics, History, Speech Training and Architectural Drawing. Weekly public lectures on World and current affairs were conducted by the UEC (Omolewa, 1981:71). The classes continued up to the period of the Oxford University Delegacy in Nigeria from 1946 to 1948, and later on in 1949, the Department of Extra-Mural Studies,

University College, Ibadan took over Oxford's programmes. By 1951, the department was offering courses in Child Psychology, English, Political Science, Social History, Economics, Logic and Religious Studies (Omolewa, 1981:72). The Department had also taken the initiative in the provision of courses of training in labour education in collaboration with governments and trade unions. Anyanwu (1983:103) reported that "From 1962, the Extra-Mural Department embarked on a network of labour education programmes. Annual vacation courses started to be organised for workers, with the object of stimulating awareness of the great role of labour education in national development. Subjects taught include basic economics, tactics and procedure in local negotiation, production planning, work study and productivity bargaining, job evaluation, and international trade unionism".

In a similar manner, other Universities in the country notably the University of Nigeria, Nsukka, and the Universities of Lagos, Calabar, Port Harcourt, Obafemi Awolowo, Ahmadu Bello and Benin have been involved in the provision of liberal education for workers. These Universities also run executive development programmes for managers and administrators in the public and private sectors; as well as professional training programmes, general interest programmes in the arts, social sciences, teacher education and special programmes to meet specific needs of particular industries like the current Science Laboratory Technicians Training Programme for laboratory attendants and technicians and the Advanced Diploma in Local Government and Public Administration for Local Government workers at the University of Nigeria, Nsukka.

The 1970s witnessed an upsurge in the number of management training and development institutions for workers in the country. Dikko (1978:1-2) categorised five institutions responsible for training and development for workers in Nigeria as follows:

(a) Individual Companies and Group undertakings like multinationals and car assembly plants which set up training centres for their employees.

(b) Professional organisations that organise special training programmes and other educative activities such as-

  (i) The Nigerian Institute of Management (NIM)

  (ii) The Institute of Personnel Management of Nigeria (IPM).

  (iii) The Nigerian Employers Consultative Association (NECA).

  (iv) The Nigerian Association for Training and Development(NATAD)

(c) Private Training and Consultancy Organisations eg.

  (i) Management and Investment Consultants

  (ii) OAK Firm Management and Human Resources Development Consultants.

  (iii) Institute of Supervisory Management.

  (iv) Dolf Madu Trainers and Consultants

(d) Government Manpower Development Agencies;

  (i) The Industrial Training Fund (ITF).

  (ii) The Nigerian Council for Management Education and Training, and the Centre for Management Development.

  (iii) The Administrative Staff College of Nigeria (ASCON)

(e) Labour Unions. There are about seventy workers organisations in the country which are all under one central body, the Nigerian Labour Congress (NLC). In summary, Workers' Education efforts in Nigeria cover these major content areas of Workers' Education programmes: literacy and liberal education, skills development and training, and labour education. The concentration of institutional

provisions for Workers' Education is in high level manpower development; and the majority of these provisions are by government, which incidentally is the largest employer of labour in the country.

VI. SUMMARY AND CONCLUSION:

The demands of a modern and changing economy, the pressure of population growth and advances in knowledge require exceedingly large amounts of resources to be allocated to education. Most often, governments respond slowly to these emergent learning needs of adults and there are imbalances between the resources allocated to adult education and the various educational and learning needs of adults in society. Workers' education is designed to address the learning needs of workers so as to enhance their occupational growth and general welfare. Workers' Education is organised by, or in cooperation with workers and their organisations. Workers' Education activities cover such areas as literacy education, liberal education, labour education and education for social and economic development.

In Nigeria, even though there are no systematic workers' education practices government, as the largest employer of labour, has made elaborate provisions for the training and development of high-level and technical manpower. The lack of effective trade union activities in the area of Workers' Education is attributable to general under-development.

International organisations are involved in the promotion of Workers' Education. The International Labour Organisation (ILO) and the International Federation of Workers' Educational Associations (IFWEA) support the activities of workers' educational organisations in various countries of the world and provide knowledge, guidance and technical assistance in the area of Workers' Education. It is hoped that with the participation of representatives of Nigerian workers in international congresses of Workers Education associations; there will be greater awareness on the part of the leadership of the workers of the potential of Workers' Education programmes in improving the general

productivity and welfare of workers and, in enhancing their competence and participation in the affairs of the Nigerian nation and the world at large.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Dr. C. A. Okedara Phone number 022-400614 Ext. 2090

Organization University of Ibadan

Street Address Dept. of Teacher Education

City or Town Ibadan State or Province Oyo State

Nation Nigeria

2. Check whether this case is based on

( ) an actual program

(x) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Women Education in Oyo State, Nigeria

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Women Education

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Ministry of Local Government and Social Welfare, Community Development Division, OyoState

6. Basic characteristics of service area

A. 12,000 SM geographic size (such as square miles or kilometers)

B. 7 million population (number of people living in area)

C. _____ urban/rural (density of population)

7. Year(s) covered by the case description: 1988/89

WOMEN EDUCATION IN OYO STATE, NIGERIA

A WORLD PERSPECTIVE

A. SETTING

Four major urban and three other minor rural centres are the settings for the provision of women education programmes to the teeming women population of Oyo State.

The major urban centres are located in Ibadan, the seat of the government and state headquarters; Osogbo, a railway and budding industrial town.

Oyo, an ancient city noted for its traditional handcrafts and Ogbomoso; Gbongan, a typical rural town rapidly transforming into an urban centre and Edunabon, a typical agricultural town. The three minor centres are situated at Oyo, a traditional urban city; Ogbomoso, the second largest city in the state and Idere, another typical rural town.

By the way, Oyo state is one of the twenty-one states, along with the Federal Capital Territory, Abuja, making up the Federal Republic of Nigeria, West Africa. Situated in the tropics, Oyo state is inhabited predominantly by the Yoruba ethnic group. The tribe is one of the three major tribal groups in the country. The others are the Hausa and the Igbo.

The economic activities of the Yoruba of Oyo state, center on Agriculture. They cultivate cash crops like cocoa, palm kernel and oil. Arable crops like maize, cassava, millet, yam and beans are also planted for food. Among a population of about 7.2 million people (projected 1963 National Census figures), almost 70% engage in farming. A small proportion of the population engage in the just springing up light manufacturing industries like brewing, cement work, wire and cable manufacturing and iron and steel processing.

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Another small proportion is employed in the civil and military services, while quite a number (as much as the farmers themselves) is made up of small scale businessmen and women. The latter set acts mainly as middlemen in both agricultural and industrial products. They move about within and outside country and at times, concentrate at numerous daily African markets and shops, which are features of a growing and developing economy.

Educationally, Oyo state is reputed to be in the forefront among the states in the federation. This may be so because of the people's keen desire for education, especially formal education with certification, but more especially because the first free primary education in the country emanated from the state in 1955. This has made many literate.

On the adult education scene the state has the advantage of its formal education system having a spill over effect on the nonformal education system. This is so as every household in the state can boast of an educated fellow. Those who did not go to formal schools could have the advantage of being taught at home either by individual members of their family, voluntary organizations, or through the state government adult education program. All the same, and within the context of the Nigerian setting, Oyo state could still be dubbed an "under-developed" state in the provision of education to women.

There was enough urge to bridge this gap and this prompted the state government to set up the already mentioned seven centres to cater for the education of the women folk in the state.

The four major centres, known as the Women Training Centre, WTC, in Ibadan, Osogbo, Gbongan and Edunabon provide one year training for women, while the three minor centres called sub-multi-purpose women training centres train women for three months only.

Initially and for quite some time, the centres were not popular among the citizens of Oyo state. Though women education is practiced traditionally and children who are girls are given formal education, the idea of grown-up ladies learning more about home economics and mother-craft seems ridiculous to some people. The general belief is that whatever training in these areas a lady needs, could be learned from her mother before she gets married. Hence, women participants of non-formal women education programmes in the state were divided and called names like 'Igbayi laaro' or 'Olowo-sibi'. Literally translated, 'Igbayi laaro' means, 'It is just day', with the connotation that this set of ladies has just deemed it fit to go to school to learn a trade or skill. In the same vein, 'Olowo sibi' refers to one who is skilled in cooking. The name is an oblique remark to the home economics skills being taught to such women. Such remarks and the economic situation prevailing then scared many women away from the programmes of the centres.

However, of recent, renewed energy is being directed towards women education in the state by both the authorities and the women themselves. A reason for this new development might be the effect of the current harsh economic realities which has not only made the living conditions of many citizens unbearable, but poorer. In such a situation, most families live below the breadline and this makes it necessary and expedient for most families to look for alternative sources of making ends meet. A way out is the large turn out at the Women Training Centres to acquire new skills and training to cope with the emerging problems of life. Lack of employment opportunities in the state and the country in general, is another driving force for the sudden popularity of women education. And perhaps one may add that lately the federal government's policy on women education serves as a

booster to the attention now paid women education programmes in Oyo state. The objectives of the federal government in this end are to create awareness among women of the potentialities of education in all its ramifications, and to take the advantages of education to improve their lots. In other words, the government wants to give education to women to improve their lives and liberate them from the yoke of oppression by men.

Consequently, the Women Education Unit in Oyo state, is an integral part of the State Division of Community Development in the Ministry of Information, Youth, Sports and Culture. As mentioned earlier on, long and short term trainings are provided for women entirely by the state government. This means that the whole idea and conception of the Women Training Programmes in the state is part of the state government's policies on education for its citizens. Programmes are executed wholly by government, but government often receives support and assistance from individual philanthropists, voluntary, national and international organizations, from time to time. Women Education Programmes that are highlighted here can be categorized into two: The provision of training for up and coming young ladies and housewives and the training of housewives for the improvement of their family lives. The first category thus trains young women to become independent workers on their own, employers of labour or as middle level manpower, capable of training others. The second category, of course, trains women to become better housemakers, mothers and leaders in the society, contributing their leadership activities to the development of their different environments.

B. OUTCOMES

1. Goals

The overall goal of women education programmes in Oyo state is to assist women to develop and improve the average family life. This has

implications for training women to see the need to augment family resources through the provision and sales of handicrafts and other home improvement activities. Women are also supposed to know about the use of local raw materials in the management of their homes during their leisures. Also by training them how to prepare simple snacks and menu for entertainment during festivals, their spirit of leadership and cooperation at communal activities are aroused.

The content areas include home economics, handicrafts or vocational education, health education and mother-craft, especially the care of children. More attention is given to individual development in these areas, with the realization that individual or personal development enhances subsequent group activities ensuring a harmonious atmosphere. Also emphasis is laid on individual development as a way of preparing the individual for different roles she can play after the training. While some participants might be self-employed, others might have to work for others. As well, some might become employers of labour or trainers of future trainees. As such, the individual must be well groomed for future assignments either independently or within a corps of similarly trained personnel.

Programme guidelines are influenced mainly by the objectives of the federal and state governments for women education in the country. Instructors and lecturers in women programmes also have some bearings on the programmes; learners themselves through their pressing needs, exert some influence as to what the programme should be or ought to be and how it should run. However, the broad objectives of a particular women programme are set by the state government as it finds suitable and profitable for its women folk. These are, of course, modified and tailored by the Chief Community Development Officer, the instructors, and all others who interact with participants and are able to identify their needs to suit their needs.

There is seldom any disagreement on objectives since every state in the federation has specific aims as to the best way to develop the women in her state. In case there are conflicts, however, the Director-General of the State Ministry has the last say. Of course, with the on-going civil service reform exercise, both the commissioner in charge of the Ministry and the Director-General are charged with the duty to resolve any disagreement on programmes.

Within the framework of the programmes, ample opportunity is given every woman to participate, whether or not adequately educated. Hence different certificate qualifications are accepted for the two programmes. Thus for the first programme which runs for one year, women with any of the primary six leaving certificate, modern three certificate, an equivalent of the present Junior Secondary School level, West African School Certificate or the Grade II Teacher's Certificate, is accepted.

On the other hand, the three month programme does not specify any paper qualification to admit a candidate. Any of the above qualifications in respect of the one year programme, is acceptable for participation in the three month course; the most crucial thing in this instance is for the candidate to be literate in his mother tongue and in the English language.

For both courses, the annual production varies, according to the number of courses run, in the case of the three months programme and in respect of participants recruited to run the one-year programme.

2. Benefits

On the average, between eighty and a hundred women complete the training given by the major centres running the one year course. In the short term courses, the number of participants depends, in a year, on the number of courses run. However, it is not unusual to have the three centres running a

maximum number of four courses within a year, with an average of 30 participants per course. Most of the centres started courses over 20 years ago. There is hardly any dropout from a course--a trend which may be attributed to the ardent desire of participants to improve themselves and the motivational strategies of their instructors.

Altogether, the one year course centres must have graduated over 1,840 participants. While about 2,400 women must have benefited from the three month course.

Participants derive certain benefits from the two programmes. These range from psychological to economic. First, there is the satisfaction of the curiosity of participants through their exposure to the courses. Another benefit derived is the realization of a full and exciting life through the practice by participants of a wide range of new knowledge, skills and activities learned from the centres. Additionally, most of the participants report that they are much happier now that they are employers of labour rather than job seekers or employees themselves, since the training given them has allowed them to choose between the options of setting up their own business ventures or working for others. The stronger cord of unity and peaceful living noticed among couples is attributed to the kind of training the wife has undergone. Better child care skills and attention always manifest among beneficiaries of the courses, while a low infant mortality rate has also been indicated among graduates of either of the two courses. The attractiveness and exciting features of homes of participants have also served as motivating factors to many new participants, now undergoing courses at the various centres in the state.

Economically, graduates have become better off. There is the advantage of financial independence among those who are ready to put products of their

training up for sale or to supplement the usual monthly house allowance given by their spouses. In terms of goods and services, these are increased especially in the production of locally-made materials from local raw materials. When fees paid by participants are juxtaposed with the quality of training received and facilities enjoyed, one finds that the economic benefits to the individual and the society are inestimable. For example, the one year course, embracing all the training provision in home economics, mother craft and handicrafts, attracts a payment ₦300.00 that is about $60.00. On the other hand, participants at the three month course pay a paltry sum of ₦15 or $3. When these fees are compared with those charged by private-owned but commercially-oriented institutions, providing similar services in the state, it would be appreciated the magnanimity of the state government towards its citizens. An illustration of the latter statement could be given. A private owned operated home economics institution in the state capital, charges about ₦1,500 or $300 per candidate for the same kind of tuition course the state government runs. The fees charged are exclusive of books, other equipment or accommodation charges. In comparison, the state government institutions have the best cost-benefit advantage over the private institutions as the cost ratio is 1.5.

Socially, participants report their enhanced position within the family circle; their spouses give them better regards than hitherto. Friends and relatives take them as confidants, while neighbors like to visit their homes or help in organizing their functions and celebrations. Through their activities in the community, some emerge as women leaders. On a large scale, the introduction of better nutrition in the family, afforded by their training, records participants added prestige. All these give them happiness as most of them had been almost written off by their relatives and friends.

Besides, they are more confident and articulate in discussing issues affecting themselves and their community.

The belief in the development of human resources for future national development is also a benefit accruing to the state government. This makes it go out all along to continue sustaining the programmes despite its dwindling economic resources and despite the 'no-profit' fees being charged from participants.

As the human development resources element is a motivating factor to the government to continue with the programmes, so also the financial predicament, a militating factor. As such, less funding comes from the state government for the operation of the programmes. It is then not uncommon in recent times to find the local governments totally sponsoring a particular programme or doing so, in collaboration with other agencies, at a centre near them. Such help is not constant, in spite of the great demands of programmes by participants. Often time, minor delay in getting assistance for a programme may lead to the cancellation of a whole or part of a course. These happenings are antitheses to the plans of the state government on women education. They thus constitute the stumbling blocks to the smooth execution of the objectives on women education programmes in Oyo state. With this situation in operation, more and more women see their chance to acquire necessary skills being gradually blocked. Nevertheless, most women are anxious and hopeful to undergo the programme any time the green light is on. All said, the programmes are regarded and seen by women as a soothing balm applied to a festering sore.

C. PROCESS

1. Planning

Planning of activities of the centres is in line with the objectives of each centre. For the four Women Training centres, government has mandated them to run programmes in home economics, child care and handicrafts and leadership qualities, while the sub-multi-purpose women centres are charged with similar objectives, but with emphasis placed on leadership qualities. Thus, the women training centres have their programmes entirely conducted by instructors and teachers who themselves have been trained over the years in the rudiments of women education from the Women Special Centre in Ibadan.

Though the teachers and instructors dictate what course to teach, the process is in no way unrelated to the wishes and aspirations of learners themselves. In other words, courses at the centres are tailored to suit the needs of learners. As instructors and teachers plan and carry out their lessons with the framework of the approved courses in the programmes, the head instructor or the principal of each centre is kept informed of the activities of the centre by being given copies of activities for a period of time, usually a month. These reports of the activities of the centres are sent to the chief Community Development Inspector, CDI, at the headquarters in Ibadan.

Innovation is encouraged and adoption and adaptability of new ideas by instructors are welcomed. An enterprising and dynamic instructor could generate lots of new skills which are taught to women as situations call for such. By borrowing, modifying or refining ideas, many an instructor has made valuable contributions to different programmes, thereby making them interesting and alluring to both old and new students. The adventurous mind existing among several of the instructors has put the programmes run by the centres in great demand and made them popular among women.

When all reports are forwarded to the chief Community Development Inspector as the overall head of the Community Development Division, he coordinates these reports and sends them to the Director-General (formerly known as the Permanent Secretary) of the Ministry. The responsibility of the latter is to coordinate and monitor the activities of all divisions under him and report these to the Commissioner in charge of the Ministry. Both these officers have the overall responsibility for supervision, planning and execution of programmes in the Women Education Unit of the Division.

On the line of authority within a centre and the division one finds that the Principal at the centre level is the director of the day to day activities of the centre and is supported by other members of staff in carrying out this responsibility. Each member of staff is related to the other, either as colleagues on the same salary level and official status, or as a senior officer versus a junior officer. That is, the line of authority is hierarchical. In other words, authority lies from the Principal down to the most junior officer, who might in this wise be the night watchman.

The analysis of the course content is undertaken by individual teachers or instructors in conjunction with the Principal of the centre. The main aim is to ascertain the adequacy or otherwise of courses. When these activities are done jointly where there are several instructors, suggestions, additions and deletions of items are welcomed. In cases where the work is carried out by the sole effort of the instructor, he may have to consult with the local people as to what are those urgent needs that deserve prior attention. More often than not, the purposes and terminal goal of programmes are examined against the background of the prevailing State and federal governments' policies on women education. These guidelines usually inform planners what essentially constitute the context of a programme.

In assessing the needs of participants at the centres the ministry officials and the instructors use diverse ways to identify these.

Since the aim of knowing the needs of participants is to know how to serve them better, they themselves therefore, form the first source of information. Thus instructors and teachers ask participants what they know and what they would want to know or learn. Such questions are asked from both current and past students, of each of the programmes.

At most times, the usual inspecting tours of localities by community development inspectors yield information about the felt needs of participants. These then manifest in courses of study, run in the women education programmes. An example of this is soap-making, which was introduced into the curriculum of the centres as a result of the general complaints by women about scarcity of soap and washing detergents with prohibitive prices. Soap making thus emerged as a skill taught to alleviate the suffering of participants.

Through collaborative efforts and exchange of ideas with other organizations that work directly or indirectly with women, more information is gathered about the needs of women. For example, nurses provide valuable information on the needs of women as pertaining to child care, family planning facilities and nutrition education. Teachers on the other hand, give relevant suggestions about the learning processes and needs of children which parents can attend to, to assist the growth of their children but of which they are unaware. Other sources of getting data on the needs of women include labour and employment agencies, local governments and the women social organizations, such as the Council for Women and Development, COWAD; National Council of Nigerian Women; the Soroptimists International, Zonta International, the Young Women Christian Association, YWCA; and the Lioness and Inner Wheel Clubs. All

these private and public organizations highlight the needs of women in all spheres and at all levels of life, through their involvement with women. These indications as to the needs of women are sources of planning women education programmes in Oyo state.

Interaction between the personnel and the outside world also furnishes information as to what should be the needs of women and means to serve them.

Hence, contacts with other personnel in women education programmes at symposia, seminars, workshops and conferences, provide ideas that may be borrowed or adapted for identifying the needs of women and ways of satisfying them.

It is not unusual to find instructors providing most of the learning materials needed by participants, if only to serve as models to them. These are provided mainly from the resources supplied by the state or local government. It is only on occasions, especially when these are not enough, that the students are asked to bring their own materials for demonstration purposes.

When topics to be taught are outside the skill or scope of the instructors, lecturers and experts in the fields are invited from outside. For example, experts in health care delivery are regularly invited from the Health Education Unit of the Ministry of Health, Eleiyele, Ibadan to give lectures and demonstrations on preventive and curative measures to diseases.

Other bodies regularly invited are the Department of Adult Education, University of Ibadan, Ibadan which teaches courses in social welfare, community development activities and basic literacy, and the Ibadan Municipal Government, Health Unit. The other aims of inviting outside lecturers is to enrich the knowledge of participants and expose them to those skills and information that may be useful to them. At the end of any learning scheme, an

evaluation is conducted by the instructor or teacher to assess the response of learners to the teaching; assessment often takes the form of practical demonstrations with little emphasis on the theoretical aspects.

Mainly, planning takes into consideration the different programmes that could be mounted within a year, the type and level of participants that could be attracted, and the amount of impact the women education unit could make within the state within year, as well as the amount of continued sustenance of women education programmes in the state.

2. Methods

Practical demonstrations of the concepts and skills being taught forms about 80 percent of the teaching methods adopted by instructors at the centres. Theoretical work is done in form of note taking, film watching and verbal explanations.

Equipment meant for getting certain skills performed are set up by the instructors before learners. The instructor first introduces the learners to the functional parts of the equipment, then demonstrates how they work. For example, the gas cooker for baking cakes, chin chin, pudding, etc., may be presented to participants in a home economics class.

The oven and the grill areas are particularly shown to the learners as the crucial parts for making the pastries. Of course, the control knobs for the regulation of heat should be shown to learners to make the learners able to operate the cooker effectively. A sample of either a cake or a pudding is prepared and put on the oven. It is through such demonstrations that learners come to understand the operation of the gas cooker which they too could later work on well without any supervision.

On the theoretical aspect of their training, participants are made to copy down relevant information, illustrations, and notes on whatever skills that

are taught to them. This is meant to serve as a permanent record for the learning--the participants have undergone and to which they can turn to in the future. It also serves as an aid to their memory during the time of their final examinations. Relevant books on topics taught are recommended for learners to read or purchase, when available. An alternative to non-availability of books is provided through the instructor's notes given to students to copy.

Whether the teaching method is through demonstration or lecturing on theoretical work, it allows the teacher to give attention to groups as well as individuals. In this respect, for the demonstration of a skill, a group may consist of ten participants at a time. Therefore, there will be three groups to be demonstrated to in a class of thirty participants. Individuals are as well free to consult the trainer either during group demonstrations or singly afterwards to iron out whatever is not clear in the teaching.

Demonstrations or theoretical instructions are usually followed by questions, to enable learners to remember what they have learned during the course of an instruction period. At times groups are broken up with specific instructions to carry out practical demonstrations of a part or a whole of a particular skill or concept already taught. Occasionally individuals are made to perform the demonstration of the skill while others watch.

The materials for learning, when these are provided by the sponsoring body, are kept in the demonstration hall which is accessible to all participants. When learners provide their own materials, these are usually kept by them and only produced on demand in class. Since there is scarcity of fund to provide all needed materials, it is common to find learners with their materials for practice which they carry to and from their homes.

When there are no materials to teach participants, the centres usually appeal for such materials, if it is available, from other institutions or individuals. A case in point is the Ibadan Women Training Centre that lacks working equipment for the production of "tie and die" cloth and soap making. Both the patterning pads and the soap cutting machines have to be borrowed on each occasion that skills in these areas are to be taught to students.

The quality of training and the contents of the courses being run by the centres seem to put the participants on good footing after graduation. On many occasions, even before graduation, individual participants who are quick to grasp the teaching are capable of performing most of the skills taught to their own advantage. Thus some of them prepare snacks, handicrafts and other articles either for sale or for their own use as a testimony of the training being received. Perhaps the homework assignments usually given to participants is a motivating factor in this direction. At the same time, the method of group and individual teaching helps to build confidence in the women and establish in them the spirit of creativity.

3. Improvement

Several improvement strategies are brought to bear on women education programmes in Oyo state. It has been mentioned that participants are assessed as to their cognitive, affective and psychomotor knowledge in their respective training, yet this is only one side of the case. The other side concerns the result of the performance of participants forming the basis for suggesting ways of improvement to any of the programmes run by the centres. For example, at the end of the home economics training programme, both the theoretical and the practical assessments of individuals are considered to identify how well or adequate the course content had been. What factors contributed to the learners good or bad performance are identified and probed. All these help to

enhance the performance of the learners and their instructors in future programmes.

As we know that certain students characteristics could affect the success or failure of a particular programme, such factors like social obligations and commitment of learners, their attitudes, interests, attendance, response, drop out and completion rte would have to be put into consideration to improve the programmes by the centres.

Many of the expressed needs of participants constitute means to better the programmes. These are consistent with the organizer's awareness of providing useful programmes to sustain attendance and rapid women emancipation.

As the programmes seek improvement avenues for the women, so also do the staff of the centres and other extension workers associated with women programmes gain immensely from the development efforts. Staff members benefit the more by adding to their own knowledge and skills in all the training activities they want. There is the frequent attendance at seminars, workshops or short term courses, either organized by the government or other private bodies for the benefit of the instructors and other members of staff. These meetings might be at the instance of the bodies concerned or at the behest of the government.

The staff, of course, hold different initial entry qualifications which they could increase through more efforts of their own and through the attendance of the numerous courses available. While most young instructors at the centres crave to go to a university for either a diploma course in Adult Education and Community Development, others seek the same qualification or in Social Welfare at the degree level. Quite a few of them aspire to have higher degrees in these areas. Part-time studies for the requisite basic qualifications like the General Certificate of Education examinations and some

vocational training qualifications, like the City and Guild of London Craft Certificate, are also embarked upon by some of the instructors.

4. Participation

Members of the staff of the centres endeavour to see that news about the available courses are disseminated to all the sundry, especially to women who are illiterates and live in the rural areas. Though there is not much threat to the official's appointment in case participants fail to turn up, they are, of course, ready to search for participants if only to enhance their own professional status and boost their ego about the number of trainees that have passed through their hands.

Because of the weakened state of the government sources of fund to train participants, there is generally less of what the staff could do in attracting prospective students. Consequently, not many people are attracted to programmes, or made to participate in them.

Apart from going from house to house in small communities and neighborhoods, to recruit women for programmes, the radio, the television and the newspapers are other sources of persuading women to join programmes. The former method is usually employed to admit participants for the three month course; while the latter method is usually adopted to find participants for the twelve month course.

In some cases, those who have graduated from the course often bring this to the notice of their friends and relatives. By working in collaboration with similar national and international organizations like the Council on Women and Development (COWAD), the Young Women Christians Association (YWCA), and the United Nations, more women are imbued with the knowledge of the programmes available at the centres for eventual enrollment. At times, participation is achieved through exhibitions mounted by participants during

graduation. Items displayed or demonstrated often spur most other women to enquire about participation procedures.

Instructors are quite aware of some factors that can militate against the participation of most women in the programmes. Some of these factors include lack of money for tuition and materials, transportation, as well as distance and attitudes held by many towards the programmes. To forestall these shortcomings, however, staff members provide solutions in terms of advising women on how to manage their meager resources, and time. They are given adequate exposure hours during classes and demonstrations. Women with young children are allowed to attend classes with their children and provisions are made for the comfort of the babies, while their mothers are busy working or learning. Though the Ministry has little chance of giving employment to graduates, yet most of them are assisted with good recommendations to find work with prospective employers. As the main motive is to develop independent and self-supporting women in terms of economic and social activities, most graduates are advised to stand on their own by practicing skills they have already learned.

D. INPUT

1. Participants are drawn from all over the state. At the moment, the population of participants is well over 120 annually at the four centres running the one year course. For the centres running the three month course, between 20 and 25 trainees are taken on at a time in each of the three centres. This means, between 80 and 100 participants are graduated each year or between 240 and 30 participants for the three centres, become skilled.

There is seldom any drop out among the participants on the twelve month course. When such occurs, it may be due to ill health or other serious domestic problems. Invariably, nearly all participants complete the course.

On the other hand, however, participants of the three month course are prone to drop out. This might be attributed to the nature of the course period, which falls after the official hours, thereby making participants free to decide whether to attend or not. It has been found in some cases that as many as five to eight participants do not attend lessons each day.

For the twelve month course participants, there is the usual eight hour period for lectures to be observed each day of the week. The Saturdays and Sundays are devoted to washing, cleaning and social activities. The two days are also observed as resting, relaxation and visiting days. Thus they are lecture free.

The participants are a mixture of the literate and the illiterates. For example, in the twelve month course, learners are at least literate to the primary six school Leaving Certificate level. Some of them may have more qualifications like the old Modern III School leaving Certificate or the class four Secondary Testimonial popularly known as the 'G4'. The reason for stressing the possession of educational qualification before admission is given is to enable participants to understand both the theoretical and practical aspects of the course.

The three month course on the other hand, is meant to be a practical-oriented course, which specifies little theory. As such, participants here may not be literate beyond the basic literacy level to enroll in the course. Of course, university graduates have been found to have undergone this course. All participants, whether in the twelve month or the three month programme, have learned something, one time or the other, on child care, cooking and taking care of the body in the traditional way. Some of them have been exposed to the demands of modern times in all these areas but many are yet to grasp the essence of innovations for modern day living and

survival in a scientific and technological complex world. It is the bulk of those who lack this understanding that come for training.

The age range of participants in the 12 month programme is between 18 and 35 years; whereas the range is between 18 and 60 years among participants of the three month programme.

Most members of the latter group are women leaders with basic education and long years of experience in women education programme. Some others are professionally qualified and career women who are looking for ways of entering women organizations for a satisfying life or finding means of establishing themselves in a hobby to render social services to their community and family.

Among the participants of the twelve month programme, about three quarters are unmarried, the same figure is of course married among students of the three month programme. Half of those attending the twelve month course have their eyes on catching employment opportunities after graduation, while about one quarter of them are pursuing the course for eventual use in their future family homes.

The majority of those on the three month programme have one job or the other which they are doing. As indicated earlier many of them come into the programme to fulfill themselves and help their society by giving similar training to on-coming generations. Also, both course participants are Nigerians, most especially those doing the twelve month course. Among the three month course participants, however, there are occasionally, foreign nationals, most especially from West African countries, of Benin Republic, Togo, Ivory Coast, Ghana, Sierra Leone and the Gambia. The few of them that attend classes are usually wives or relatives of diplomats, officials of internationals, and voluntary organizations resident in Nigeria. A few are married to Nigerians.

However, about 90 percent of participants of both programmes are resident in Nigeria all their lives. Their parents are citizens of Nigeria who have known no other country other than the one into which they were born. Though occasionally other Nigerian tribes attend the three month course, it is usually the Yoruba tribe only that is admitted into the twelve month course. This might be due to the fact that other states and tribes have a similar course.

2. Needs

One can say that traditionally, the women in the state are well equipped to function efficiently in their society. However, the incursion of Western civilization makes it mandatory that they should learn new skills and modify the ones they possessed in line with the literacy, scientific and technological innovations of the new situations. In this respect, one finds that most women with the knowledge of preparing homemade 'tie and dye cloth' (adire) have got to improve on the production of the cloth to catch up with the introduction of modern textile technology. To be able to do this they would have to learn the names of new dyes, the processes of their mixture and different numerous patterns that could be produced apart from already known traditional patterns.

Areas of family health care, child rearing, environmental and health sanitation as well as nutrition, have become complex since the introduction of Western culture. It then becomes imperative for our women to know of the current discoveries and innovation in these areas so as to be able to make use of them.

The sole aim of making these information pieces and skills available to the women in the state is not to enable them 'ape' the new cultures sheepishly. Rather the overall goal is to develop the women to incorporate

those novel ideas in their culture and to remodel or refashion their traditional ideas of doing things, without causing any damage or abuse to their traditional values.

For example, the issues of marriage and divorce had been a problem to some of the past participants. Social welfare workers reported incidents of couples who married through parental pressures and for material gains, only to discover that there was no love between them. Thus, they sought divorce without thinking of the consequences on the children.

As already mentioned, many a woman was without any skills or training that could provide her with economic independence. The consequence of which is sole dependence on her spouse for economic support. This aspect thus demands an urgent look into with the objective of making couples economically strong and happy to build a peaceful society.

All these are some of the indications pointing to the serious problems that exist among the women in the state. Much as women would not want to assert themselves over their men counterparts because of the culture of the land that gives pre-eminence to men, they all the same have the belief and desire to be economically, socially and functionally useful to the development of their society. In other words, the role of playing the second fiddle customarily attributed to women, is being reversed and replaced by seeing women as partners in progress with men in their society. About 70 percent of the women population in the state is in the subservient position to men, as housewives, petty traders, teachers and semi-skilled artisans.

This percentage cannot function satisfactorily given the current expectations (which are enormous), regarding work of different kinds, family health education and citizenship. This results in further problems for the individuals and society. For example, local reports from 16 local government

areas (out of the 24 local government areas) and the general Oyo state report gave indications to the fact that unemployed women stand the risk of becoming criminally minded, having cases of physical and psychological illnesses, becoming social misfits and acquiring other personal problems.

Nationally, it has been said times without number that women generally, in the country have been neglected. This as it is being explained has prevented them from participating fully in government activities, politics, as workers at both private and public sectors, consumers, family members and citizens.

The setting up of the two types of centres being reported on here seems to have been precipitated on the above problems which require urgent solutions in a fast growing state.

3. State

The Headquarters in Ibadan has the cream of the staff for the women education section. It is from here that officers are deployed to the training centres. Apart from the Director-General of the Ministry, who is also the overall boss, there are other key officers in the Community Development division. The Chief Community Development Officer is the head of the division and is assisted by an assistant Community Development Officer. Other officers junior in rank to the above are available to take charge of the numerous units under the division.

At the Women Training Centre, Ibadan for example, there are 13 members of staff. Though these officers are known at the headquarters by their official titles of Community Development Officers Grade I or II or as senior or junior CDS, they are also given labels according to the academic work they perform at the centre.

Thus Ibadan centre has a Principal as head. She is also a Community Development Officer Grade I. As a woman, her choice as principal reflects the

type of leadership traits the government is trying to forge among women. The principal coordinates the programmes of the centre, sees to its day to day administration, supervises the lecturers, lectures herself and organizes in conjunction with her assistant programmes to be carried out by the centre.

Assisting the principal is a lecturer who is a community development officer grade II. She can at times deputize for the Principal when the latter is not available. The two women form the core of the academic lecturers at the centre. Other lecturers who are on part-time basis come from universities and polytechnics. They are specialists in their own right who are hired according to the training needs of the centre. There is no limit to the number of these part time lecturers that could be hired at a time, provided there is need for their services and funds available to pay them.

The centre is served by two messengers, who run errands from the school to the state headquarters on a daily basis. They also see to the general cleanliness of the offices and classrooms at the centre. Likewise, they see to the proper cleaning of the office furniture and equipment.

The three night watchmen at the centre have the charge of security on all the property of the centre. They not only work at night but as well during the day through the shift system. The warden is in control of the hostel housing participants and sees to the general welfare of individual participants during their course of training.

A gardener tends the fields and the ornamental plants and flowers and at the centre. As the messengers take care of the inside of the offices so also the gardener makes sure the outside of these offices are well cleared, the paths swept and weeded while the refuse is burned constantly to make the compound a pleasant surrounding.

There are three secretarial staff members that do the typing and filing of all official matters pertaining to the centre. This implies that they type documents concerning pure administrative, academic and personnel matters.

Apart from the Principal, who has a Bachelor's degree in Social Work and the assistant who holds a diploma in Community Development and Social Work, other staff members are of lower educational qualifications. One point has to be made clear concerning the permanent teaching staff at the centre. A teacher need not be a degree holder to teach at the centre provided he or she has relevant professional training and wide field experience. So a Principal might have undergone courses not of the degree standard at either a university or an advanced college; but if he/she possesses a certificate as evidence of this training and has got many years of experience on the field, he/she could qualify to be appointed a Principal or lecturer as the case may be.

The present assistant Principal has in addition to her diploma the West African School Certificate as the basic educational qualification.

Each of the secretarial staff has a Modern Three Certificate plus a certificate in typing. None of them writes shorthand and they each possess different typing speeds.

Considering the staff disposition one finds there is stability. The reason for this might be the present economic depression in the country. This has largely reduced mobility of labour. Consequently, the skeletal staff at Ibadan and other centres at Osogbo, Oyo, Edunabon, Ogbomoso, and Idere are not adequate for the actual provision of varieties of programmes to benefit participants. The usual constraint is finance to recruit and retain capable staff. Perhaps the scarcity of funds motivated the idea of hiring part-time lecturers whose services could be dispensed with when there is lack of fund.

At the moment of writing, there was no recruitment of staff going on.

Even when competent staff are available an discovered, they are only implored and persuaded to teach the students with little remuneration to the bargain. To make matters worse, no voluntary workers patronize the centres, possibly because of the government regulations against hiring unpaid labour and services.

For now, the programmes have to be run on the ingenuity of the scanty staff members. These are faced with the additional problem of scarcity of instructional materials and equipment for pupils. Staff members at Oyo, Ogbomoso, Edunabon, Osogbo, Gbongan and Idere are between three and six in number.

4. Content

The content of the courses provided at each of the centres reflects the need of the adult women participants attending them. Generally, courses are provided at all centres in home economics, handicrafts or vocational education like soap making, palm kernel - oil extraction tie and die cloth processing, cake and dress making, English language, health education and mother-craft, especially the care of children.

The goal of these subject areas is to produce women who would be capable of gaining employment with or without any assistance, social economic satisfaction, having financial independence, broader knowledge and having leadership qualities. Thus, the goal strives after the production of a round woman who is able to stand on her feet within her family and society.

Prior attention is given to the provision of cheap and balanced nutrition, while one skill or the other is emphasized for a trainee as her specialty.

5. Finances

The state government is the sole financier of the programmes being run in all its centres. Though it gets no grants from any source now, it

occasionally received in the past aids from foreign governments. Such aids received were used to put up a block of classrooms and offices at the Bodija Women Training Centre, Ibadan.

Participants are charged fees for the twelve month course, at the rate of N300 or $60.00, while those doing the three month course pay N15.00 or $3.00 for the registration fee only. The latter are charged no tuition fee. These fees when considered against the present economic situation in the country and charges by private schools, providing similar courses, the government charges would be seen as a token payment and as a large measure of its gesture to enable all women to benefit from the programmes.

Assuming that 20 students enrolled at each of its four major centres at the rate of N300 or $60 per course fee, this amounts to N6,000 or $1,200 per centre. This amount is far below the running expenses of a centre like Ibadan which attracts about N37,000 or $7,400 per annum. We can then see that while the government bears over 62 percent of the cost of programmes, students pay only 38 percent of the total cost.

On the other hand, the government financial commitment seems far escalated on the three month programme than on the twelve month programme. This is when the student's commitment is weighed against that of the government's. For example, an estimate of the cost of two three month programmes at the Oyo Centre for the period between May and November, 1982 is given here under:

Participants: 25 for each course (50 participants in all)

A. Food and Nutrition Training:

- Ingredients for practical cookery at N15 or $3.00 per week, for 12 weeks = N350.00 or $70.00.

**One American Dollar exchanges for N5.00 currently.

B. Clothing:

- Purchase of sewing and laundry materials = N120.00 or $24.00.
- Cost of knitting and crocheting = N50.00 or $10.00.

C. Handicrafts:

- Purchase of materials, cane, plywood, twine, etc. for practical work = N100.00 or $20.00.
- Remuneration for external instructor for 24 hours at N3.00 per hour = N72.00 or $14.40.

D. Sequins and Beadwork:

- Bead for earrings, bangles, belts, bags and etc. = N50 or $10.00.
- Four packets of sequins at N12.50 or $2.50.
- Velveteen material for sequin work = N10.00 or $2.00.
- Sequins and bead notions (e.g., needles, thread, sack, starch, etc., = N10.00 or $2.00.
- Remuneration for External Instructor for 24 hours at N3.00 per hour = N72.00 or $14.40.

E. Designing and Home Decorations:

- Purchase of patterns, dyes, chemicals and other materials = N50.00 or $10.00.

F. Home Improvement:

- Purchase of soap, cleaning agents, polish and other teaching aid = N30.00 or $6.00.

G. Demonstration Techniques:

- Purchase of materials and ingredients for individual practical demonstration for final assessment at N1.50 or $0.30 = $7.50.

H. Board

- Board for 25 participants at N2.00 per person per day for 90 days = N4,500.00 or $900.00.

I. Transport and Others

- Transport, first aid, graduation and incidental expenses = N150.00 or $30.00

Total for one course = N5,531.50 or $1,106.30

Total for two courses = N11,063.00 or $2,212.60

An expenditure as above shows that the government bears about twenty times whatever the students pay. (In this case $60.00 for 20 students as against government expenditure of $2,212.60.)

Apart from this and other infrastructural provisions borne by the government, the staff salary and other incidental expenses are catered for by the government. At Ibadan centre, 13 staff members are on hand and learning various salary grades and allowances. All of them work full time. Those who come occasionally as vocational instructors and lecturers are not taken into consideration in the subsequent table of comparison of salaries among staff of related discipline.

Percentage Income of Women Training Centre Staff

in Comparison with Three Other Occupations

WTC Prog. Staff.	Teaching	Headmaster	Professor
1. Principal (CDI)	$\frac{5436}{5436} \times \frac{100}{1}$ (100%)	$\frac{5436}{6282} \times \frac{100}{1}$ (86.5%)	$\frac{5436}{15,000} \times \frac{100}{1}$ (36.2%)
2. V.Principal CDII	$\frac{3986}{5436} \times \frac{100}{1}$ (73.0%)	$\frac{3986}{6282} \times \frac{100}{1}$ (64.8%)	$\frac{3986}{15,000} \times \frac{100}{1}$ (26.6%)
3. Confidential Secretary	$\frac{3600}{5436} \times \frac{100}{1}$ (66%)	$\frac{3600}{6282} \times \frac{100}{1}$ (57%)	$\frac{3600}{15,000} \times \frac{100}{1}$ (24%)
4. Clerical Officer	$\frac{2800}{5436} \times \frac{100}{1}$ (52.9%)	$\frac{2880}{5436} \times \frac{100}{1}$ (52.9%)	$\frac{2880}{15,000} \times \frac{100}{1}$ (8.9%)

**Oyo State Ministry of Local government and Community Development File No. CDW/17.

6. Facilities

Each Women Training Centre in the state is well accommodated on a piece of land provided either by the state or local government. Ibadan centre being situated at the State capital has a fairly large round of about four hectares. This ground contains the principal's quarters, the students' hostels, staff office accommodations, classroom and demonstration blocks as well as storerooms for learning equipment. The demonstration room at this centre can accommodate about 150 students at a time. The classrooms are spacious enough to contain between 35 and 40 students conveniently.

A section of such classrooms is used as the library. Here relevant books on home management, child care, handicrafts and cookery are stocked. Since the stock in the library is limited, books are usually not given on loan to students to be taken home. Rather, the centre favors the idea of students borrowing books for certain hours, during school session, and returning such books after use. However, lecturers and instructors are given the privilege of borrowing books away for the preparations of their lectures. The general atmosphere at the Ibadan Centre is quiet and conducive to learning. There is also easy access of the centre to the public as it is on a major highway. Members of staff at the centre help learners in their programmes, making sure that all areas of vocational training they are taught are put into practice.

Most participants who are housed in the hostels at the centre are those who do not reside within Ibadan metropolis. Especially for the twelve month course, participants are mostly outside the state capital, who have to stay in the hostels. Initially, they were boarded but with the present dispensation, they cater for themselves by cooking their meals and seeing to their laundry. For most of their domestic needs in this direction, the local government market nearby serves the purposes.

The situation at Ibadan is not a typical of other centres as most of the facilities. In terms of staff quarters and adequate office and classroom accommodations, they may be lacking. However, centres at Osogbo, Gbongan and Edunabon have adequate classroom and office facilities since they are designated for the twelve month course. While these facilities may not be as abundant as at Ibadan, they are by no means serving the urgent needs of participants and staff in such areas.

The sub-multi-purpose centres at Oyo, Ogbomoso and Idare use part of the local government available offices or other buildings for their classrooms and demonstration halls. Participants are not accommodated and as their courses are for three months duration, these centres do not experience hostel and office accommodation problems like the major centres. The number of vocational equipment and facilities available at these smaller centres is not comparable in quantity to the same facilities in the major centres. Probably this may be attributed to the short-time programmes the smaller centres handle and the number of participants they have on each programme.

7. Other

The immense contributions from both programmes (twelve month and three month courses) to the socio-economic lives of participants have made the programmes sought after by potential trainees. This, however, does not make the programme crowded or unable to enroll newcomers as one would expect of any popular programme. There may be two major reasons accounting for lack of large turn out of women participants. One is the question of illiteracy which is still pervading in Nigeria--about 70% of the population is still unable to read and write. Most people in such category, women especially, are afraid to come forward to undergo courses in skills that could help them perform better, when they realize they need some literacy skills.

Secondly, there seems to be inadequate publicity about the existence of the centres and the services they offer to the people. Much information received by trainees are often second hand from relatives and friends. Had trainees been given adequate briefing on the radio, television or the newspapers or through other media resources, the turn out and participation could have been different. Other reasons might be responsible for lack of large participation. However, one hopes with the upsurge of awareness being generated among the populace by government agencies like the Directorate of Foods, Roads and Rural Infrastructure, DFRRI and the Director of Social Mobilization for Social Justice and Economic Recovery, MAMSER, there will be improvements in participation and service provision.

E. EVOLUTION

The idea of women performing domestic chores is an enshrined one in the cultures of Africans. As it has been pointed out in this work, this form of education is part of the nonformal education an African girl has to undergo before she reaches adulthood and gets married. Even then, marriage confers more of these responsibilities on her as she functions as a practitioner of what she had learned from her parents and as a teacher to her own children to carry on the culture. In this case, the concept of home management, handicraft practice and preparation of economic items within the home for sale by women is not new in Africa, more especially in Nigeria and Oyo state in particular.

Perhaps what could be termed 'new' in the whole system is the idea of formalizing the teaching/learning of these skills through the establishment of classes. Added to this innovation is the introduction of foreign domestic practices and western medicine. All these have greater influence on women education in Oyo state.

Before the first half of the present century, when the social welfare and community development unit was established, the various colonial missionaries had organized ad hoc domestic science programmes. These were mainly to train their members in modern ways of doing things and generating incomes through the production of handicrafts. Trainees from missionary centres worked mainly within the mission environment. Some did stay to practice their skills on their own, but none of them found their way into the civil service.

However, the development unit of the Ministry of Local government started organizing courses in the mid-fifties to develop manpower within the womenfolk as a means of making them more useful to their families and the society at large. The turn out was not large. And it took the Ministry officials a lot of hard work to convince women that they would benefit greatly from the programme which included home economics, housekeeping, children and health care, and handicraft production. As mentioned earlier, inferiority complex and suspicion of "what new things are to be learned different from what had been known before" were the major drawbacks to women full participation then.

The reorganization of the Women Programme section otherwise known as the Home Economics Services has made the section a separate one which is unique in handling issues related to the women in the state and their advancement among their other fellows in the country. In this wise, the objectives of the new setup include the following:

1. Organizing the women population of rural areas in engaging in self-help projects in a manner that will contribute to their physical, moral, social and political advancement as well as promote family life education, among urban and rural families through such organizations.
2. Generating a reasonable measure of atmosphere for peace, harmony and understanding among people in various communities of Oyo state.

3. Activating, motivating and organizing women into local committees. And
4. Providing specialized training to rural women lay leaders with a view to making available quickly to the largest possible number of citizens in rural areas the benefits of home economics subjects as well as citizenship and leadership training.

Guided by the above objectives, Oyo state was divided into four operational zones comprising numerous local governments. The four zonal headquarters are Ibadan, Osogbo, Oyo and Ilesa. The extension services workers of the section operate at these zonal levels.

Services are also carried out by a team of female community development assistants and home improvement workers. These officers execute their activities within both the urban and rural communities.

Courses are thus conducted for lay women leaders and housewives at the women subtraining centres while other women and young female school leavers and dropouts are reached through training programmes which are mostly sponsored by local governments and voluntary bodies. In the case of voluntary bodies the government normally aids them through grants, as it sees itself as a father figure to the citizens of the state.

F. INFLUENCES

One could not categorically state that women education programmes in Oyo state has been stable all along. This is because there is usually fluctuations in government expenditure on the programmes. The fluctuating tendency of the flow of finance to the programmes, as important as they are, might be traced to government's various commitments to more important issues. Added to this is the dwindling government revenue from its mono-export main earner of foreign exchange - oil. This has thus majorly prevented government voting adequate funds to run the various courses outlined and planned for the benefits of women.

For example, an official of one of the centres reported in 1982 that lack of funds was responsible for the section from carrying out its food exhibition programme. The same reason was cited as being responsible for not organizing the normal training courses for women at the subsidiary women centres in Oyo and Ogbomoso between 1980 and 1981. And only short term, three month course, could only be organized in both centres for the years in question. One could see that even when programmes and their planners have beneficial intentions for participants, these may not be realized because of financial constraints.

Another negative influence on the programmes is the dearth of personnel to run programmes at these centres. Often female officers who are somehow predisposed to women programmes and bring about effective teaching-learning interactions are unavailable at centres. For instance, of the four zones identified in the state, Osogbo zone had no single female staff for the women programme section in 1982, while only one female officer was doing the work of programme implementation in Oyo zone. Ilesa zone had no female senior community development officer, while Ibadan which was the largest zone in the state had only four female officers, one of which was a senior officer during the 1981-82 period. An observation of the situation makes one feel that the personnel problem is as a result of inadequate funding which negates the recruitment of available qualified staff.

Among the positive benefits of the women educational programmes in the state is the knowledge gained by participants during the courses and which is subsequently put into practice by them for the improvement of their homes and community. Most women have improved their family living conditions while many have engaged in profitable ventures through the harnessing of their energy and money.

Most often, several women have gained employment through the certificates awarded them by the centres. They thereby continue to contribute to the economic development of the state and reduce unemployment. In the same vein, there is the advantage gained by the state in the optimum utilization of the staff members and the physical facilities at the various centres, instead of allowing them to lie idle.

For the women education programmes in Oyo state to be a complete success and its impact felt by the women themselves, there is the need to explore ways of increasing its sources of finance and staff. In this wise, one might be tempted to suggest that government should strive to increase its fund allocation every year to cater for its services for the development of women.

The staff disposition in each zone may be strengthened by engaging, if only on a part-time basis, more qualified female personnel to run the section's numerous courses.

Lack of equipment and other infrastructural facilities often hinder the practice of many skills that would have been taught to the participants. In this case, it would be a good idea if the authorities could provide quite a sizeable number of equipment needed by the participants. Their instructors could also be advised to be thoughtful and innovative in the adaptation of available equipment and materials for teaching and training of participants in the desired skills or vocations.

G. OTHER

At the moment, the economic disposition of the country has a salutary effect on the attitude of the women; for they are more eager to participate in programmes that would increase their financial independence and social prestige. However, the irony of it is that government financial resources are unable to match the increasing number of participants that would have benefited from women education programmes.

Perhaps one would suggest the introduction of a massive community education programme with great emphasis on the need for sourcing women education programmes through other means, other than government. It may not be unadvisable to involve individuals, philanthropists, voluntary bodies and groups to take interest in supporting, in all its ramifications, women education programmes in Oyo state in particular and Nigeria in general. It is in this context that the continuity of women education programmes could be guaranteed, expanded and sustained.

Besides, there will have to be the establishment of special women literacy classes to boost the literacy level of women participants of the programmes. It has been found that women illiterates are unable to come forward for some of the women education units' programmes, which are not actually academically oriented, just because they are unable to read simple instructions or write down the names of required materials for accomplishing certain skills or vocations. As literacy education improves individual performances and broadens the scope of trainees to acquire more knowledge and skills even unaided, it is relevant such a literacy programme be part of training schemes or vocations, which must be pursued vigorously.

Further, official bureaucracy often delays actions on certain women programmes. At times, available women education programmes may not be advertised on time to bring it to the notice of would be participants, so as to enlist their interest. Also, programmes may not be run at all for diverse reasons but not unconnected with those major negative influences like finance and personnel, already mentioned. Unless those lapses are looked into by authorities and removed, the provision of women education programmes may not hit the largest proportion of women in the state. If such should be the case, the present effort would thereby be a waste rather than a gain to both the

government and its citizens. The advantages already gained by past participants should, however, serve as an encouragement and motivating factor to the planners of women education in Oyo state. Thus the underlying spirit of the programme should be 'forward ever and backward never'.

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*The reports here are supplemented by personal oral interviews with Women Programme officials of the Ministry of Local Government and Community Development of Oyo state.

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
   To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.